DOCUMENT RESUME

ED 219 545 CE 033 230

AUTHOR	Fox, Shirley Robock; And Others
TITLE	Greater Resources and Opportunities for Working Women. Project Opportunity.
INSTITUTION	Coalition of Labor Union Women, Detroit, Mich.; National Inst. for Work and Learning, Washington, D.C.
SPONS AGENCY	Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE	80
NOTE	121p.
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Adults; Career Counseling; *Career Development; Career Education; *Career Guidance; *Continuing Education; Educational Needs; Educational Resources; *Employed Women; Guidelines; Needs Assessment; *Program Development; Program Implementation; *Resource Centers; Resource Materials; Unions
IDENTIFIERS	Project Opportunity

ABSTRACT

Based on Project Opportunity (a cooperative project to provide union affiliated women with opportunities for career exploration, job counseling, and continuing education), this handbook is a guide to encourage the establishment of on-going programs whose basic purpose is to expand the educational and career development opportunities for working women. It is intended for use by a wide variety of organizations whose members may or may not belong to unions. The handbook contains five chapters. Chapter 1 introduces the book and provides an overview of Project Opportunity, while chapter 2 explains how to conduct a needs assessment to determine local needs for such a program. Chapter 3 then addresses the development of a program designed to meet the needs identified through the assessment process; establishing a resource center is the focal point of the program. In chapter 4, techniques which local administrators can use are presented, while the final chapter suggests ways to get organizations to undertake and support an opportunities program, including outreach, orientation, and organization. The appendix contains an annotated bibliography, two case studies from the project, summaries of the training sessions, resource agencies, and a listing of people who participated in the experiment. (KC)

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GREATER RESOURCES AND OPPORTUNITIES FOR WORKING WOMEN

PROJECT OPPORTUNITY

National Institute for Work and Learning
Coalition of Labor Union Women
Washington, DC
1980

CE 033 230

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ACKNOWLEDGEMENTS

Appreciation must go first to the Coalition of Labor Union Women Opportunities Advisors who participated so enthusiastically in the training sessions, and who gave so much of their time and effort to establish local Resource Centers and make this project viable for their chapter members.

Credit for their enthusiasm must be shared with the two men on the project staff: Fran Macy who conducted many of the workshops at the training sessions and Ivan Charner who had prime responsibility for the needs assessment questionnaire. Jane Shore conducted the two case studies which provided valuable insight into the local implementation of the project.

All staff members shared in the writing of this handbook, as did Kathryn F. Clarenbach, a member of the design group who also provided general editorial assistance. For ongoing competent support of staff and for careful preparation of the manuscript, we thank Juanita R. Mello; and for assisting her, Jane Hutchins.

Thanks also go to the Graphic Arts International Union for its production of a limited edition of this document.

Shirley Robock Fox, Project Director
Susan Ellen Holleran, CLUW Coordinator

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FOREWORD

We feel gratified and proud that this handbook, Greater Resources and Opportunities for Working Women is the product of an eighteen month collaborative effort by our two organizations through "Project Opportunity". We are also grateful to the Women's Educational Equity Act Program for providing the funding to make this effort possible.

When the Center for Women and Work* of the National Institute for Work and Learning (NIWL) and the Coalition of Labor Union Women (CLUW) decided to cooperate on this project, it was in the hope that Project Opportunity would prove valuable for the CLUW members in the ten participating chapters and that it would serve as a model for others seeking improved conditions for working women. This dream has been realized. Our experiences with the Opportunities Advisors -- whose time, dedication, and enthusiasm led to the development of ten chapter resource centers and renewed chapter activities -- make us confident that Project Opportunity will live and thrive long after the grant has expired.

We are pleased to offer this handbook which is designed to help working women and their organizations around the country use the information and insights resulting from the practical experience accumulated during the project. We believe this handbook succeeds in presenting Project Opportunity in a way that will make local replication possible. Even those organizations currently unable to implement the entire opportunities program will find elements of the project they can easily use.

No project succeeds without the creative involvement of people, and we wish to thank the people who saw Project Opportunity through from dream to reality -- members of the Design Group whose expertise contributed so much to the development and implementation of this pilot program, and the dedicated staff who lived with the day-to-day progress and planning of project activities. They are all identified in the Appendix to this handbook. We also want to thank the many CLUW chapter officers and members who supported the concept of Project Opportunity and without whose foresight and initiative there would be no chapter experience to draw from. They are too numerous to name here, but we want them to realize that they, too, were a critical part of the development of this project and handbook.

Of course, there would have been no experience at all without the Opportunities Advisors (OAs), the CLUW chapter volunteers who added the responsibilities of this project to their already crowded agendas which include full-time employment, household obligations, union activities, and CLUW membership. They created the spirit of the project, and they are willing to help others learn from their experiences. OAs are listed in the Appendix and they look forward to hearing from those who want to establish their own opportunities program.

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*The center also serves as staff to the National Commission on Working Women, of which four national CLUW officers are members.

This handbook is an attempt to share the experiences of Project Opportunity in a way that will enable other organizations to develop programs aimed at helping their members grow: other CLUW chapters, local unions, organizations of working women, and a wide range of women's groups concerned with the personal potential of their members. We wish them all well as they embark on programs to provide Greater Resources and Opportunities for Working Women.

Joyce D. Miller
Joyce Miller, President
Coalition of Labor Union Women

Joan M. Goodin
Joan M. Goodin, Executive Director
Center for Women and Work

CHAPTER I

INTRODUCTION

SUMMARY

This handbook is a guide to encourage the establishment of on-going programs whose basic purpose is to expand the educational and career development opportunities for working women. It is intended for use by a wide variety of organizations whose members may or may not belong to unions. Publication of the handbook is the culmination of an eighteen month pilot project in which ten chapters of the Coalition of Labor Union Women (CLUW) actually experienced the steps outlined in this publication. Thus, the components of Greater Resources and Opportunities for Working Women (GROWW) have been arrived at through a series of trial and error in ten rather different settings, and represent overall a program that does work. CLUW members are members of unions, and throughout the handbook we refer to coordination of activities with, and soliciting the support of, unions and labor organizations. While these union-oriented activities may not be crucial to groups of women who are not union members, the tips on achieving cooperative relationships with unions may be beneficial in the development of any opportunities program.

Never has it been more apparent that there is a universal need for employed women to evaluate their own potential, to recognize and give expression to their expectations and their frustrations, and to locate sources of help as they consider realistic decisions about their working lives. It was in recognition of the urgency of that need that two of the most committed, effective advocates for working women, the Coalition of Labor Union Women and the Center for Women and Work of the National Institute for Work and Learning (NIWL), designed Project Opportunity.

The history and overview of the pilot project provide a background for those who would like to replicate the experience and to follow the sequence of training activities provided during the life of Project Opportunity, July 1, 1979 through December 31, 1980. Specific examples from the project that highlight various approaches are enclosed in borders for easy reference throughout.

Knowing what organization members want and need will shape the content of a local program. Chapter II is explicit in its description of the entire needs assessment process -- its purpose, how to conduct a survey and to analyze and use the results. The survey questionnaire that was used in the project is included as modified; it may be reproduced and administered as it appears here or amended to suit special circumstances. The handbook has been printed so the questionnaire, as well as later record forms and group exercises, can be easily duplicated.

Chapter III then addresses the development of a program designed to meet the needs identified through that assessment process. Establishing a resource center is the focal point of the program. This chapter contains many useful suggestions and caveats and is continually mindful of financial constraints common to most organizations. "Opportunities Advisor" (OA) is the title used for the person who administers the local program this handbook describes. In Chapter IV techniques are elaborated which can enable OAs to be effective advisors, at ease with groups or on a one-to-one basis.

How to get your organization to undertake and support an Opportunities Program is the substance of Chapter V. This section suggests ways to integrate the new activities with the ongoing mission of an organization, and contains tips on outreach, orientation, and delegation of authority.

In the Appendix, one will find a complete annotated bibliography of significant publications and pertinent sources. The Appendix also sets forth two case studies from the project, summaries of the training sessions, resource agencies, and a listing of the various people who have had a part in this experiment.

HISTORY OF PROJECT OPPORTUNITY

Project Opportunity is the result of several years of collaboration between the Center for Women and Work of NIWL and CLUW. The Center serves as the staff of the National Commission on Working Women, where CLUW is represented by its president and several other national leaders. The director of the Center, who also serves as the executive director of the Commission, has been a memeber of, and worked closely with, CLUW since its founding in 1974.

A formal relationship between NIWL and CLUW began in the fall of 1978, in response to the grant application announcement under the Women's Educational Equity Act Program (WEEAP), with the development of a joint proposal broadly aimed at improving educational equity for union women. CLUW, a representative organization for union women with local chapters across the country, provided the organizational structure for a demonstration project involving union women. NIWL, a research and program development organization with extensive experience in adult learning, educational brokering and identification of the needs of working women, provided the research, development and administrative skills necessary to implement a project aimed at educational equity for women.

It was agreed that many union women, particularly those in the lower status, lower paying occupations, could benefit from educational and career advising. At the same time it was recognized that these unionized women workers are more inclined to seek advice from their peers than from other individuals. Based on these two premises a four part project was outlined: 1) the training of a group of union women, who are also Coalition of Labor Union Women members, to be education and career advisors to their chapters; 2) an assessment of the education, career and union participation needs of their chapter members; 3) the development of local resource centers by participating CLUW chapters to serve their members and other women; and 4) the development of a handbook to enable other working women's organizations to replicate the project.

With the major goals and components of the project agreed upon, the Planning and Policy Development staff of the Institute submitted a proposal to WEEAP titled Training Program for Working Women: Needs Assessment and Educational/Career Advisement. Funding was approved for an eighteen month period beginning July 1, 1979. The core staff of the project included the Project Director from NIWL's Center for Women and Work, the Project Coordinator from the Coalition of Labor Union Women, the Director of NIWL's National Center for Educational Brokering, NIWL's Director of Research, and a Project Secretary.

OVERVIEW OF PROJECT OPPORTUNITY

The following is a brief summary of the project activities on which this handbook is based. It is presented here both as a model of the process of developing an opportunities program and as a demonstration of effective collaboration between grass-roots working women and national advocates. Initial activities included the convening, on July 10, 1979, of a design group established to advise the staff of the project; the development of a needs assessment questionnaire to be administered to CLUW members; and the design of materials and agenda for the first training session for Opportunities Advisors. Ten CLUW chapters were selected to participate through an application process.*

Chapters were selected based on the following criteria:

- Diversity of union affiliation, geography and occupations represented;
- Commitment on the part of the chapter to active participation in "Project Opportunity." This included commitment of necessary resources such as the following: space for individual and group advising; distribution and collection of a needs survey; accessible space to store resource center materials; access to a phone on a regular basis; and facilities for duplicating and mailing relevant materials (e.g., announcements to chapter members, newsletters);
- Presence in the community of a labor education program in a postsecondary educational institution;
- Opportunity for a variety of training and education programs in the community (vocational, technical, women's programs);
- Variety of supportive and referral services available in the community (central labor council, women's center, AFL-CIO community service committee, child care facilities).

Each selected CLUW chapter then nominated four members to participate in the formal training sessions, two of whom were selected to be Opportunities Advisors, and two who were designated alternates to assist in implementing the program locally. The considerations for selecting the participants were that the persons be:

- Active participants in the local CLUW chapter;
- Willing to commit a regular number of hours weekly to carry out the program and be able to attend the two four-day training sessions (later increased to three sessions);
- Experienced in leadership;
- Interested in self-development and eager to develop new leadership and other skills;
- Eager to meet and work with CLUW members from other chapters and to assist the local CLUW chapter members with their self-development; and
- Able to prepare periodic written reports.

---

*The Kent and Muskegon chapters in Michigan shared one slot.

A further consideration was that representation provide diversity in terms of race, occupation, age, experience, education, and skills.

The OAs in the project represented thirteen unions (see Appendix C), ranged in age from twenty to over sixty-five and were white, black, native American, and Hispanic. Educational attainment varied from high school to graduate degrees. Jobs were diverse, including: warehouse porter, teacher, secretary, union organizer, and assembly line worker.

The first four-day training session was held the first week in November 1979. Orientation to the role and responsibilities of OAs was provided, the needs assessment instrument was discussed and modifications suggested, and instructions were given regarding its administration.

Workshops were held on the establishment of resource centers: the purpose of a center, group and individual advising, and the collection and dissemination of information. Workshops also were held on assertiveness training to acquaint the OAs with the concept and to help them to carry out their roles as advisors and advocates. Forms for record keeping of project activities were distributed and discussed, and the OAs developed preliminary plans for local project implementation. (See Appendix A for summary of training session.)

Project staff then modified the needs assessment survey and distributed copies to the chapters. During December, the OAs began to administer the questionnaire to chapter members through group meetings, personal contacts and the mail, and began investigating possible space and materials for the resource centers.

During the second six months, the administration of the questionnaire was completed and analyzed by project staff, both in the aggregate (all chapters) and for each chapter separately; the second design group meeting and second training session were held. The second training session in May 1980 included workshops on how to get chapter support for the project; resource center development, including a visit to the Women's Education Resource Center of the University of Wisconsin-Extension, and a panel discussion by six women involved in various women's skill development programs in the Madison area; a discussion of the aggregate results of the questionnaire; and discussions with each chapter's OAs regarding respective chapter results and possible implications for program development. (See Appendix A for summary of session.)

Most chapters had opened their resource centers during the second six months, with regularly scheduled hours of operation and steadily increasing resource materials, and had conducted programs oriented to the needs expressed in the survey. Site visits were made by project staff to each of the chapters from June through August 1980 to assist in developing linkages with resources in the community and in establishing the resource centers. Case studies were then made of the project in two chapters.

In November 1980, a final training session was held which included a review of the final draft of this handbook, a discussion of possible next steps, and a "graduation" exercise at which leaders of the international and national unions represented by the OAs participated.

THE ROLE OF AN OPPORTUNITIES ADVISOR

The role of the Opportunities Advisor in a local organization is to organize and carry out an opportunities program to enhance the education, occupational and personal growth of members. There are two basic functions that make up the role of the OA: assessing the needs of members and meeting member needs. To carry out these two broad functions, the OA has a number of concrete tasks which the demonstration project showed were both feasible and useful to the organization.

Assessing the needs of members involves:

- Conduct of needs assessment survey;
- Analysis of survey results; and
- Informal sounding of worker needs.

Meeting the needs includes:

- Inventory of community resources;
- Collection and categorization of materials on opportunities and other information related to the workplace and organized labor;
- Development of a resource center;
- Conduct of individual advisement;
- Conduct of group advisement;
- Arrangement of times and places for providing information; and
- Organization of educational experiences to meet the learning needs of members; e.g., special workshops or agenda items at meetings.

A superwoman is not required to perform these tasks. It is essential for an OA to have most of the following personal characteristics:

- High level of energy;
- Devotion to the improvement of women's roles at the worksite and in the union hall;
- Experience in workplace leadership;
- Commitment to the labor union movement;
- Self-confidence and sociability in contacts with working women;
- Assertiveness and tact in dealing with those in authority;
- Effectiveness as listener and speaker to individuals and groups;
- Initiative as organizer of individual and group meetings; and
- Thoroughness and clarity as a collector and spreader of information.

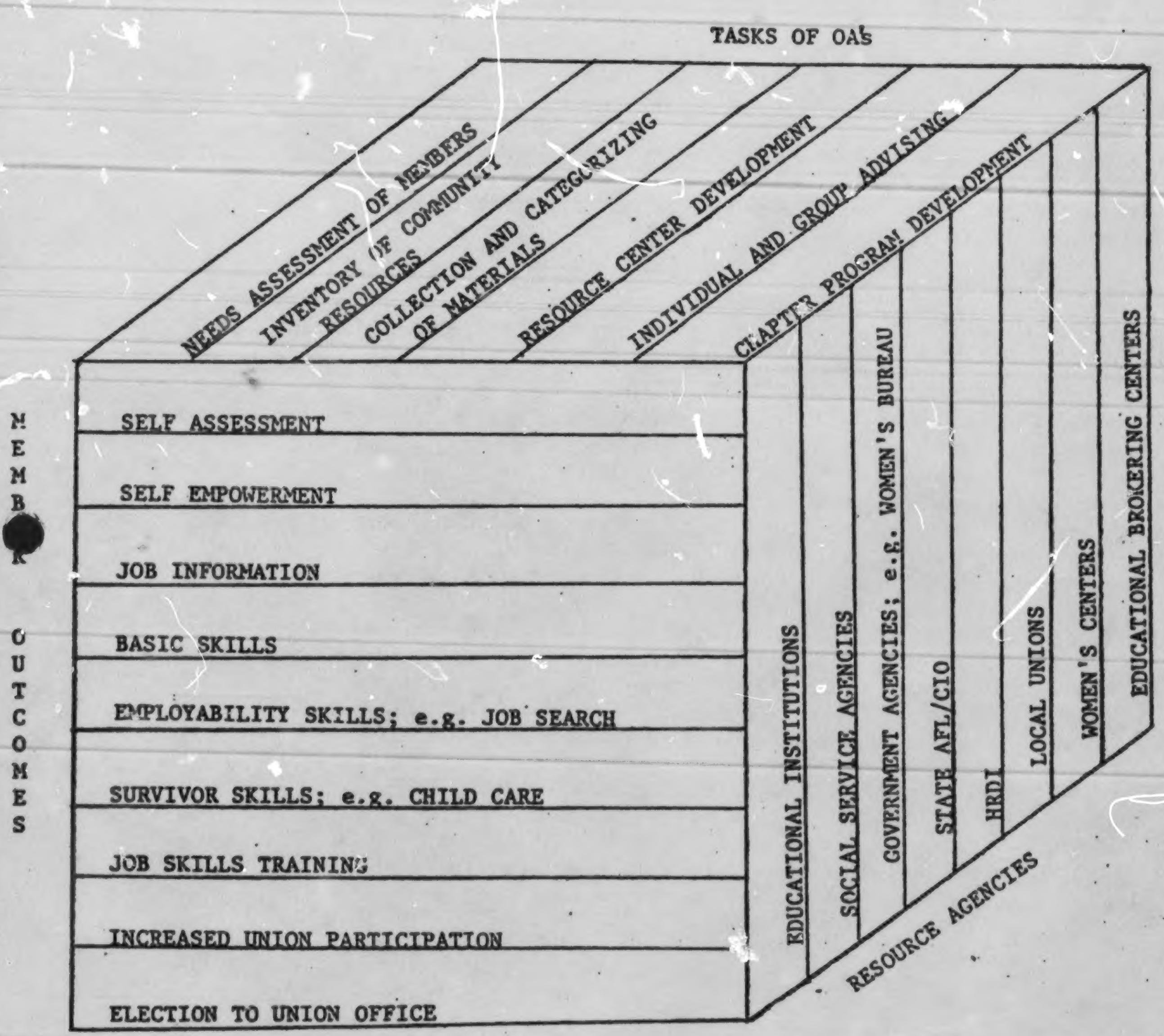
An OA generally works as a volunteer, and must be willing to commit a minimum amount of time per week if the opportunities program is to thrive. It is best to have at least two OAs in a given organization so that they can support one another and divide the work.

However, a thriving opportunities program is going to require more time, energy and skills than any two volunteers could provide. Therefore, it is important for them to mobilize other members of the organization and even non-members to perform some of the tasks in the program. This is particularly true when it comes to offering assertiveness training or other kinds of learning opportunities which often require trained persons.

OAs need to be able to move about. They will need to organize a resource center and either staff it themselves for certain hours a week or arrange for someone else to do so. They should attend meetings of a number of organizations to inform people about the opportunities program and to provide them with information and guidance on specific educational and occupational opportunities. In order to conduct an information session at such meetings, they will need to make arrangements in advance with the leadership of the organizations whose members they wish to reach.

To carry out the tasks of an OA, those volunteering and selected will need some training. This handbook provides useful material for that training of OAs, and details how each of the tasks can be carried out. Project Opportunity OAs had the benefit of training sessions and support from the national project staff. Users of the handbook will not have those services and may want to enroll in local courses which provide similar training, such as leadership skills, assertiveness training, or interviewing skills.

The diagram which follows conceptualizes the three major sectors of the project and their components.


TASKS OF OA's
NEEDS ASSESSMENT OF MEMBERS
INVENTORY OF COMMUNITY RESOURCES
COLLECTION AND CATEGORIZING OF MATERIALS
RESOURCE CENTER DEVELOPMENT
INDIVIDUAL AND GROUP ADVISING
CHAPTER PROGRAM DEVELOPMENT
MEMBER OUTCOMES
SELF ASSESSMENT
SELF EMPOWERMENT
JOB INFORMATION
BASIC SKILLS
EMPLOYABILITY SKILLS; e.g. JOB SEARCH
SURVIVOR SKILLS; e.g. CHILD CARE
JOB SKILLS TRAINING
INCREASED UNION PARTICIPATION
ELECTION TO UNION OFFICE
EDUCATIONAL INSTITUTIONS
SOCIAL SERVICE AGENCIES
GOVERNMENT AGENCIES; e.g. WOMEN'S BUREAU
STATE AFL/CIO
HRDI
LOCAL UNIONS
WOMEN'S CENTERS
EDUCATIONAL BROKERING CENTERS
RESOURCE AGENCIES

CHAPTER II

HOW TO FIND OUT WHAT YOUR MEMBERS NEED

For a service program to be successful it is important that the services being provided respond to the needs of the group being served. There are many ways to determine what kind of information and advisement services are needed. These range from the simple method of asking an individual in a face-to-face situation what she needs to a very sophisticated needs assessment involving complex sampling techniques, and statistical analyses. The latter is clearly beyond the scope and abilities of most local groups; the former can be both time consuming and result in information which may be too specific to the individual. What is recommended here is an intermediate step.

PURPOSE OF A NEEDS SURVEY

In order to obtain information on the general needs and wants of the group being served, a simple needs survey can be undertaken. The results should be used in developing the various components and services that will make up the group's programs. For example, in the Project Opportunity original needs survey of CLUW members we found that 54 percent were very interested in learning about job opportunities available to them, and an additional 29 percent were somewhat interested. This level of interest suggests that the services to be provided by the Opportunities Advisors should include resources and information on job opportunities in the local area. In the original survey we also found that 61 percent definitely would like to talk to an advisor about education or job plans. Not only was a need for the OAs confirmed, but also that a great deal of contact time may be needed to respond to all of those members who would like to talk with an OA. Another example of critical information about the group being served -- that 36 percent of the CLUW members had some college education but no degree -- suggested the need for information on how best to complete a degree program or transfer credits to schools in the local area.

As these examples suggest, the needs survey can provide the necessary general information on which to base a program. It can help to identify many of the resources and information needed. It can also help to identify the make-up of the group being served in terms of age, race, educational background, family status, and jobs.

The purpose of the needs survey, then, is to gather general information in a relatively quick way on the needs, wants and make-up of the group to be served. This information is most useful in the early stages of the project in getting the program started and in deciding on the information and resources which could be most beneficial.

CONDUCTING A NEEDS SURVEY

The conducting of opinion polls, the Census, and other types of surveys can be a very lengthy and difficult process. The type of needs survey we are talking about here is rather simple and takes relatively little time to administer or to answer. Because we are trying to gather information on the needs and wants of a particular group of individuals, there is a captive audience for the survey. The considerations are: what to ask, how to do it, and when to do it.

The what to ask question is easily handled. In the Appendix is a copy of a recommended questionnaire based on the Project Opportunity needs survey which can be modified to meet specific needs of organizations. Copies can be made and given to individuals to complete and return to you. In addition, there is a draft of a sample cover letter to accompany the survey. This letter briefly explains the program and the survey and should be signed by an appropriate individual, such as an official of the group or organization, a union officer, or other recognized person. You will see that the survey does not ask for such things as name, address, or telephone number. These are not necessary because we are after general information on the group, not on individuals, and identification would inhibit some people from completing the survey.

How the needs survey should be administered is not so easy to answer. It can be given in a number of ways: at meetings, through the mail and individually. No one way is the best, and a combination may be optimal. In Project Opportunity we found that many CLUW chapters either called special meetings to give the survey or gave it at the beginning or end of a general meeting. These meetings allowed a large group of individuals to complete and hand in the survey and also permitted discussion about the project. Some OAs piggy-backed on local union meetings, while others met with small groups at the worksite during lunch, or at breaks, or after work to fill out the questionnaire.

Despite the fact that these group meetings resulted in large numbers of individuals completing the survey, most chapters still had to mail the questionnaire to some members. If the mail is used, a stamped, return addressed envelope should be provided. You may also find that a follow-up telephone call is needed to remind the individual of the importance of the survey and to tell her about the program.

Finally, in some instances it may be necessary to meet individually with people to have them complete the survey. This was done in some chapters when meetings and the mail were not successful in gaining cooperation from enough members.

When to give the needs survey will depend on the timing of the opportunities program(s) being developed. Clearly, the optimal time would be at the beginning of the program to allow you to gain an understanding of the group's make-up, needs, and wants on which the information and resource services should be based. It is important to schedule the needs survey at a time which is good for most group members. One of the problems faced in the original CLUW survey was its timing. Because of the project deadlines the surveys were given in December, the holiday season, and therefore not a good time. Summer, because many people take vacations, is another doubtful time for the survey. Try to choose a time of the year when most of your members will be available and not constrained by other commitments.

You may decide it would be useful as a check on how well your activity is responding to members' needs to administer the survey for a second time, perhaps after the program has been operating for at least one year. This administration will allow you to see if the services being provided meet the needs found in the first survey and if needs and wants change. As services are provided and needs are met, new needs will emerge. This second, or follow-up, needs survey would help to assess any new needs or services required.

You may want to change the wording of some questions for the follow-up to allow you to see if services are being used and if they are useful. For example, question 28 might be altered to the following:

> Have you received information about education or training opportunities as a result of this CLUW program?
>
> Yes, a great deal ☐
> Yes, some ☐
> No, none ☐

An additional question might then be asked:

> If you received information about education and training opportunities, was it useful?
>
> Yes, very useful ☐
> Yes, somewhat useful ☐
> No, not useful ☐

It may also be necessary to administer the needs survey periodically to new members of the organization. Since the program should be aimed at serving all group members, it may be beneficial to survey new members and add their needs to those of existing members. Individuals who join the organization may have different needs or wants than the members previously surveyed.

In this section we have briefly described how to conduct a survey of members' needs, and what to ask and when to do the survey. Using the copy of the needs survey provided, it should be relatively easy to gather information on a large proportion of your group's members early in the life of the program.

ANALYZING THE SURVEY

After your members complete the survey, what do you do? You now have specific information from the members of your group. In order to identify needs and wants of the group as a whole, or of part of the group, it is necessary to analyze the survey results. For example, to find out if all of your members would like the organization to provide opportunities to develop self-confidence, or if fifty percent need education for basic skills, requires analysis of all the surveys returned by your members. This analysis is important for the identification of needs, for making decisions about future programs and for persuading others (educators, union officials, community leaders) to provide services that respond to the members' needs. At first glance it may appear that the analysis or compiling of the information will be very difficult. In fact, it is not. The process of recording the information and analyzing it requires several basic steps:

Step 1: Set up a master copy of the survey to record all responses. Use a blank copy on which you will record the individual responses to each question.

Step 2: Take the completed surveys one at a time and mark the appropriate item responses on the master copy for each question. For example, on question 1, if the first survey is marked "crafts," put a tick (tally) mark (/) next to "crafts" on the master. If the second survey is marked "union representative or agent", put a tick mark next to that on the master. Do this for every question on each survey. If a person leaves a question blank (doesn't answer it), just ignore it and do not put a tick mark anywhere.

Step 3: After each question on every survey has been recorded on the master, add up the tick marks for each response category for each question, and write in the number. For question 2, for example, you may find the following:

2. How long have you been employed in your current job category? (Mark one)

Less than 1 year	☐	///	=	3
1-4 years	☐	~~////~~ /	=	6
5-9 years	☐	//	=	2
10-14 years	☐	~~////~~ ///	=	8
15-19 years	☐	///	=	3
20 or more years	☐	////	=	4

Step 4: Add up all the numbers of people who responded to the question. For the above example the total number of responses would be 3 + 6 + 2 + 8 + 3 + 4 = 26. At the bottom of each question write in this number as follows: Total = 26. That will tell you the number of individuals who responded to the question. Frequently, however, percentages are a more effective way of presenting information than the numbers themselves. For example, it is more powerful to say that 80 percent of your members need educational information than it is to say that twenty women need such information. Step 5 explains how to do percentages.

Step 5: Figure out the percentage of respondents who marked each category for each question. This is done by dividing the number in each category by the total for the question and multiplying by 100. For the above example the percentage of individuals who have worked in their current jobs for less than one year would be calculated as follows:

$$3 \div 26 = .115$$

The calculation of 3 ÷ 26 is done as follows:

```
      .115
 26/3.00
    2 6
      40
      26
     140
     130
      10
```

.115 x 100 = 11.5%

To make the presentation easier, express the percentages to the nearest whole number. Either drop the number after the decimal point if it is below five or add one to the percentage if the number after the decimal point is five or above. For example, 11.4 percent would become 11 percent while 11.6 percent would be 12 percent. This procedure is known as rounding.

For the other categories the percentages are:

6 ÷ 26 = .231 or 23%
2 ÷ 26 = .077 or 8%
8 ÷ 26 = .308 or 31%
3 ÷ 26 = .115 or 12%
4 ÷ 26 = .154 or 15%

You will note that if you add up all of the percentages the total is 100 percent (or very close to it). For each question or question item the total should be 100 percent. "Question item" means a part of a question as in question 30. Here the total should be 100 percent for A, 100 percent for B, 100 percent for C, and 100 percent for D. The percentages are added across rather than down. This is shown below.

30. What type of education or training do you think you need? (Please mark one box for each item A-D.)

		Yes			No			Total	%
A.	Basic skills (reading, writing, arithmetic)	/6/	~~||||~~ /	26%	/17/	~~||||~~ ~~||||~~	74%	23	100
B.	Job related	/15/	~~||||~~ ~~||||~~ ~~||||~~	63%	/9/	~~||||~~ ////	37%	24	100

(Continued next page)

(Question 30 continued)

		Yes			No			Total	%
C.	Union related	/13/	~~////~~ ~~////~~ ///	59%	/ 9/	~~////~~ ////	41%	22	100
D.	General (self development, high school or college)	/22/	~~////~~ ~~////~~ ~~////~~ ~~////~~ //	88%	/ 3/	///	12%	25	100

As you can see the total for each item A-D is 100.

Step 6: After the frequencies (number who marked a response category) and the percentages have been figured out for all questions, each question should be studied to see what it means. That is, for each question you should look at the significance of the responses. For example, it is important to know for scheduling programs if 38 percent of the respondents work the evening shift and 42 percent work the night shift. Or, if 65 percent of the respondents report that they need child care in order to work, you will know a specific need of many of your chapter members. The percentages and the frequencies for each question will tell you something about the group which can help you select the services to provide.

Step 7: The final step in the analysis is to look at groups of questions together. For example, if 60 percent of the respondents report that they have high school diplomas (question 14), and 80 percent report that they got them in 1964 or before (question 16), it is safe to assume that many of these group members have not been back to school in a long time. Knowing this is important because many adults have difficulty returning to formal school after many years. To ease their re-entry, short courses or workshops can be arranged for these individuals to involve them in formal learning experiences that are short, not threatening, and that provide positive reinforcement.

The analysis of the needs survey, then, involves a number of detailed and somewhat time consuming steps. The payoff, however, is in the increased knowledge of the group that will be gained and in the ability to provide services that will respond to the specific needs of the group.

USING THE RESULTS

The main purpose of the program is to provide information and resources to members of the group, and the needs survey is just a way to find out what services are needed or wanted. After the needs survey has been analyzed, the most effective delivery of information and advice can take place. The results of the survey can be used in many ways. Some uses were suggested under the steps outlined in the analysis section. Additional uses are detailed below.

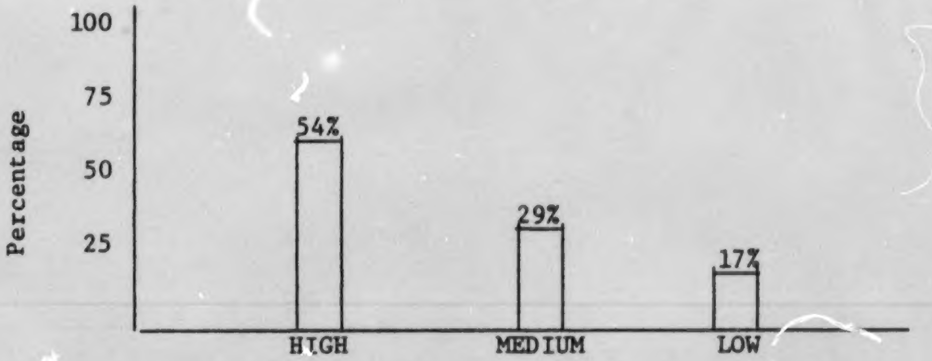
An early use of the information is to let others know what was found in order to obtain resources. For example, the information could be used to persuade a local labor education instructor to develop courses or workshops which respond to the needs of your members. The information could also be used in dealing with company, union or CLUW officials regarding needed services and activities.

The membership could be given the information so that they are more aware of who is in the organization (ages, education level, job categories), what the group's needs and desires are, and how the group feels about certain things (job satisfaction, need for further education).

The survey of the Puget Sound (Seattle) CLUW chapter showed that between ten and twenty percent of the members did not know if their unions had negotiated for a number of benefits, including bidding procedures, on-the-job training, educational benefits, and counseling services. In response to this, the OAs have collected union specific information to be included in their resource center. Members will be able to use this information to clarify benefits, contract clauses, and other union-related services.

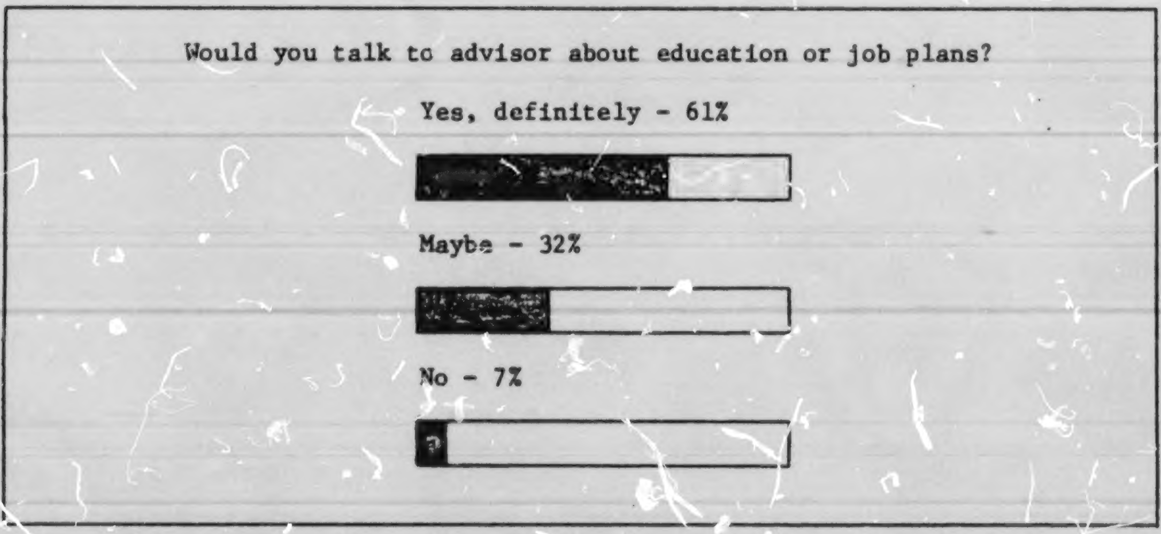
In addition, a series of workshops has been planned based on topics identified in the survey as being of interest to members.

There are different ways to present the information collected from the needs survey. We have already discussed the use of frequencies and percentages. For example, one could say that eight (8) respondents are sixty-five or older, or that 85 percent of the respondents want information on educational opportunities. For some purposes it is better to present the information in graphs or pictures because they are more easily understood. In the original CLUW survey, when respondents were asked about their interest in learning about job opportunities we found the following:



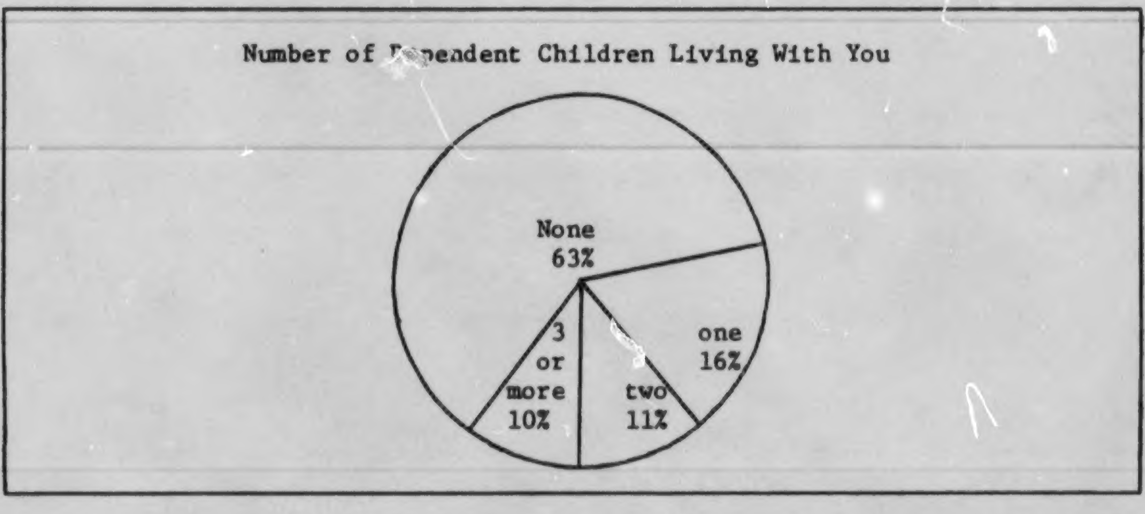
Interest in Learning about Job Opportunities

The graph puts the findings into a visual perspective which clearly shows that many more CLUW members are very interested (high) than not interested. An alternative way to present the findings is provided by the example below:



Here we show the percentages of respondents who would definitely, maybe, and not want to talk to an advisor. Again, the graph shows that a larger proportion would definitely want, than not want, to talk to an advisor.

A third way of presenting the information is on a pie chart. The example below shows the breakdown of how many dependent children live with the respondents.



Another use of the information will be to determine who your members are: Are they older workers? Are there many minority women? How far have they gone in school? When did they complete formal schooling? What are their jobs?

Descriptions of the group to be served are called demographic characteristics. From the original CLUW survey we found the following:

Profile of Chapter Members

- Almost 40 percent of those answering were forty-five or older;
- One quarter were black and 6 percent were from other minority groups;
- Almost 60 percent were single heads of households (single, separated, divorced, or widowed);
- Thirty percent held clerical jobs and 23 percent were laborers or operators;
- Almost half earned less than $15,000 per year;
- One-third had a high school education or less; and
- Sixty-two percent had attended a labor education program or class in the last two years.

These findings suggest a picture of the CLUW women in the original survey and provide a good understanding of the make-up of the group to be served.

Other uses of the survey information involve looking at the questions that ask about attitudes, obstacles, needs, and wants. The responses will suggest specific areas for information and advisement services.

In Milwaukee the needs survey showed that almost half of the members have school age children. The possible need for child care services by these women was confirmed by the large number of women who reported that they would like their unions to provide, or work for the provision of, child care services. In response to this need, the OAs and the chapter are setting up a committee on child care, conducting a needs assessment for AFSCME members and employees at one site, and are gathering information on child care services for their resource center.

In all of the chapters, a large proportion of members reported that they want or need further education or training and that they would be interested in learning about available job opportunities. Each chapter, in response to these needs, has collected information for its resource center on available education programs and institutions and on job or career opportunities in its local area.

THE SURVEY INSTRUMENT

A copy of the needs survey is provided in Appendix D which can be copied for distribution to your members. Instructions and a draft cover letter are also provided. The survey as it appears there is slightly different from the original CLUW needs survey. Changes were made as a result of discussions with the project's design group and the OAs and as a result of the analysis of the original survey. The major changes were to make it shorter and easier to fill out. The revised survey should take only ten to fifteen minutes to complete. If your group has special needs for information which is not covered in the survey you can easily add questions at the end. Our only caution is not to add too many and to make those you may add easy to fill out. The needs survey, when completed by your group's members, will help you find out what your members need and want.

CHAPTER 3

HOW TO DEVELOP A RESOURCE PROGRAM TO MEET THE NEEDS OF MEMBERS

A resource center is the central focus for an opportunities program. It is here that messages are received, materials are housed, meetings take place, and individual or group advising is carried out. The following characteristics of the resource center established by an organization are very important: location, schedule, staff, materials, outside support, and records.

LOCATION

A center located in a familiar place is most likely to be used. It should be easy to get to, located near public transportation, have parking facilities for those who drive, be accessible to the handicapped, and be in a safe area. Community colleges or state universities, particularly those with labor education courses, headquarters of local unions and central labor councils, and labor education centers are all locations to be considered.

> The Western Tennessee chapter initially solved the resource center space problem in a novel way. During the day, materials were stored in the IBEW local union office located in the Labor Education Center -- but by night they were wheeled out into the building's foyer where the materials were more easily accessible and where union members attending evening meetings would be made aware of the project activities. Subsequently, the Labor Education Center moved to another building; and since resources were by then too many to move about, the project now has its own space in the Center's building.

In addition to housing the resource materials, the designated space should be adequate for small group meetings and for private individual advising. Where possible, arrange for a phone answering service to record messages from persons seeking advice when the center is not open. Where space is shared, others may be willing to take messages for the OAs.

> In their attempts to find suitable resource center space, the Milwaukee OAs approached the Wisconsin State CLUW Vice President. They presented a state budget to the Wisconsin State AFL-CIO which included the rental of a CLUW office that would also be used to house Project Opportunity, and asked the State body to subsidize this activity. Some funds were allotted to the state CLUW effort, and the Wisconsin State CLUW and the Milwaukee CLUW chapter are sharing rent in an office in a central area of Milwaukee. Unions and individuals are supplying the furnishings, and a fund-raising effort is underway to cover the rent and telephone costs that exceed the subsidy.

SCHEDULE

The hours a resource center is open is determined by the needs of its users and the availability of those who manage it. Telephone calls, of course, can be received and made outside the regular center hours.

Many different schedules have been established by the participating CLUW chapters, from one night a week for two hours at one site, to four nights a week for three hours each at another. During these hours, resource materials are accessible and an OA, alternate, or other designated CLUW member is available to provide information and referrals. Some chapters have different hours of availability on different days of the week, including Saturday, to accommodate the work schedules of members. The most common hours are between 6-10 p.m. Occasional noon hours or other times during the day might also be scheduled.

STAFF

At the beginning, a resource center staff will probably consist only of the Opportunities Advisors and their alternates. The number of staff persons necessary depends on the number of hours the center is open and the services offered. As more materials are gathered, and workshops or other programs developed, you may need more staff. Utilize skills of other members such as library training, secretarial, or teaching skills, or seek outside help for such tasks as cataloguing resources. In order to involve more members, task forces might be organized to carry out specific assignments, such as those described below. Telephone answering or part-time secretarial services might be provided from the organization housing the center, especially if this is a union office.

In Seattle, four task forces have been established:

Program Planning and Center Staffing: coordinates planning with chapter Executive Board, and with other organizations -- including investigating joint sponsorship of programs; maintains schedule for staffing resource center.

Publicity and Fundraising: prepares letters to membership, unions, organizations, and other individuals; develops press releases; plans and implements fundraising activities to meet budget needs.

Resources and Research: catalogues and coordinates all resource material, maintains records of people and organizations contacted, obtains additional resources, and maintains a current bulletin board of calendar of events.

Center Facilities and Supplies: develops budget for rent and center supplies, orders and maintains necessary supplies, manages funds.

When a center is well established, recognized and used by many women, consideration might be given to raising money for part or full-time staff, depending on the need. In some cities it may be possible to arrange for a cooperative education or work study student, a college intern (e.g., a student of social work), or a participant in a Comprehensive Employment and Training Act (CETA) work experience program to assist in a center. If there is an Older Americans Program in your city sponsored by CETA or the Community Services Act, participants might be placed at a resource center to provide help. But remember, these persons need supervision and the tasks to be done, such as mailings or cataloguing of materials, must first be carefully planned before help can be useful.

> In Cleveland the resource center shares a work-study student with the women's center of Cleveland State University where the resource center is housed.

CATEGORIES OF RESOURCE MATERIALS

Materials in a resource center are a collection of books, periodicals, directories, pamphlets and articles. Since most Opportunities Advisors and those who help staff the centers will not be trained librarians or researchers, it is important not to collect too much material that might tend to clutter the shelves and confuse the cataloguing of the essential information. It is best to start slowly and to collect materials and develop programs according to the recognized needs and requests.

Some basic categories to be included are listed below. Each major category may have various sub-categories, depending on members' interests and energy levels of the collectors. The following subject list is not meant to be all-inclusive, but only suggestive for a beginning collection: employment, education and training, labor unions, women in the work force, self-empowerment, legal rights, supportive services, and periodicals. (See Bibliography, Appendix E, for references in each category.)

Employment

- Job Opportunities -- descriptions of occupations
- Job Choice -- career exploration and decision making
- Job Search -- how to find the right job; interviewing techniques
- Working Conditions -- health and safety
- Placement -- union and non-union sponsored, public and private agencies
- Alternative Work Patterns -- flexitime, part-time, job sharing

Education and Training

- Programs in local educational institutions (high schools, vocational schools, colleges, universities, labor education centers). Send for course catalogues, cost and financial assistance information, entry requirements, schedule of classes and workshops.

- Skills training programs -- public and private. Information similar to that available from educational institutions can be ordered. YWCA's, adult education programs and various agencies often also announce programs in the media.

- Employer-assisted education and training. Inquire about tuition aid, sometimes union-negotiated, for job or non-job related courses, and about on-the-job training.

- Union-assisted education and training. Your union may have negotiated tuition-aid plans, have education loans/scholarships, sponsor labor studies programs, and have information about college or university sponsored labor programs.

- Educational Brokering Services. Request information on advisement services, cost, hours of operation.

Labor Unions

- Structure
- Collective Bargaining Agreements -- contract language/clauses
- Participation -- parliamentary procedure, how to get elected to office, how to be a shop steward
- Education and training programs
- Organizing the unorganized

Women in the Work Force

- Pay Equity
- Sex Discrimination, Affirmative Action
- Sexual Harassment

Self-Empowerment

- Assertiveness Training
- Improving Communications
- Leadership Skills

Legal Rights

- Employment
- OSHA - Occupational Safety and Health Administration
- Worker's Compensation
- National Labor Relations Board
- Family Law: Marriage, Divorce, Property
- Violence Against Women

Local Supportive Services

- Child Care
- Medical
- Homemaking
- Home Nursing
- Transportation

Periodicals

- Magazines
- Newsletters
- Newspapers

SOURCES OF INFORMATION

Many publications, especially single copies, are available free from federal and state government offices, from educational and training institutions, from social service agencies and from unions. Get on the mailing lists of information offices of federal government agencies such as the U.S. Department of Labor's Women's Bureau, Bureau of Labor Statistics, and U.S. Employment Service, Washington, D.C. (See Bibliography.) Multiple copies of federal government publications usually must be ordered from the Government Printing Office, GPO. Order by reference number which is printed on the inside of the back cover of the document. Get on mailing lists of local education and training institutions for catalogues and notices of special workshops and lectures. You might develop a form letter or post card to use in requesting this information. Request directories of social service agencies from United Way or Volunteer Center offices or from your local library. Subscribe to newsletters and publications of the AFL-CIO, of national unions and of community-based organizations. Use your "yellow pages" for listings of schools, social service agencies, labor organizations, educational consultants, and vocational guidance institutions.

Contact local Women's Centers and state or local Commissions on Women, if present, and Educational and Occupational Counseling Centers to request materials and/or references. Visit your local library to identify useful information. Develop a working relationship with staff of labor education centers. Ask instructors of labor education courses for materials and references. Libraries, women's studies faculty and women's centers often have "discards," extra copies of information they will be glad to share. Your members may be willing to donate past copies of periodicals to which they subscribe.

> The Women's Committee of the state of Washington AFL-CIO had a library of materials related to women and unions, including articles covering safety and health, union contracts, insurance and specific unions. The library was not much used, and an OA (herself active on the Women's Committee) arranged for the materials to be donated to the Seattle Project, with project staffers responsible for sorting and cataloguing the materials.

Contact your State Occupational Information Coordinating Committee through your Governor's office to determine the availability of job information for your community. Many states have state-wide career information delivery systems, with computerized or written materials locally available free or for a nominal fee through libraries, community colleges, secondary schools, or state employment service offices.

Be sure your members know that all local schools or agencies listed are not endorsed by you, but are included for their possible use. Only after you have a chance to talk with persons who have used the referral agencies for advice and classes will you be able to recommend any specific ones.

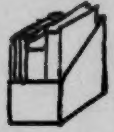
Try to get publications donated rather than purchasing them. Many basic references, however, will cost money. Funds for documents might be requested from unions represented, local foundations, employers and others. (See later discussions of fund raising.)

Since space for publications will generally be limited, don't try to collect materials which are easily accessible elsewhere in a place where your members will be comfortable. Act, instead, as a referral agent to these collections, perhaps maintaining a listing of which materials are where. Concentrate on those subjects for your center, such as collective bargaining agreements, which might not be easily available elsewhere.

ORGANIZATION OF RESOURCE MATERIALS

Materials, to be useful, must be easily accessible to the potential user. OAs could seek help in organizing materials from local librarians, from their own organizations or from public or school libraries. However, professional assistance is not a necessity. Materials should be catalogued in a simple, easy-to-use-system which can be expanded as the collection grows. Display books on shelves according to subject classification. You can place articles, newspapers and small publications according to subject in labeled cardboard file boxes or expandable folders on shelves, or in folders in file cabinets. Articles from periodicals could be xeroxed, or noted on the cover of the publication to be clipped and filed when that copy is several issues old.

Boxes in which file folders are packaged can be sealed and cut out on one side and the top to be used to hold magazines, articles, or xeroxed materials.



The most efficient way to know what is in your collection is to have a card catalogue. Record on 3"x 5" cards to be filed in a card-file box each new acquisition before it is put on the shelf. Note the title, author, publisher, date of publication, number of pages, and catalogue number or color code, if used. All cards should be filed alphabetically, perhaps under the subject category in which it would most logically be found. One women's resource library color codes the categories, indicating on each index card the color on the shelf where the publication is located.

Another simple system devised by the Women's Center at the University of Wisconsin-Extension in Madison classifies materials by the first two letters of the appropriate major category; e.g., EM for Employment, ED for Education. Sub-categories are designated by numbers in addition to the letters. For example, all items under Employment would be labelled EM; the sub-category "Job Choice" might be EM 200-299. Each specific publication or item has its own number within that range, for example EM 206. These letters and numbers are marked on both the file card and on the document itself.

Example of 3" x 5" card

EM 206 (or color)
TAKE CHARGE OF YOUR OWN CAREER, Donna J. Moore;

Ten Speed Press, Berkeley, CA 1979.
189 pp.

Most of the material in your center will be used right there. Try to arrange for chairs and a desk or table for those who want to read, and a supply of scratch paper and pencils for taking notes. In time you may develop a section of "hand-outs," consisting of leaflets you receive in large supply or especially pertinent articles you duplicate for distribution. But basically, if you adopt and enforce a rule of no borrowing, the resources are most likely to remain intact and be available to all those who want them.

Should you decide to make exceptions on a case by case basis and permit an occasional document to be removed from the center, you will want a check-out system for keeping close track of the material. When an item is lent, record on a sign-out sheet the title and author; name, address and phone number of the borrower; date taken and expected return date. When the publication is returned, obviously you will note that or simply delete the entire entry.

FINANCIAL AND OTHER SUPPORT

The volunteer efforts of the OAs and other chapter members may need to be supplemented by financial or other support. For example, each CLUW chapter agreed to make a commitment to provide space for the resource center and for individual and group advising, access to a phone, and facilities for duplicating and mailing relevant materials. These commitments were met in a variety of ways, mostly as contributions at no cost to the project. Some of these services may be available to your organization. Many unions have donated space, phone answering service, time of a union staff person to assist in program development or research, and publicity in newsletters or presentations on meeting agendas. Organizations other than CLUW chapters have also donated space, publications or cooperated in running workshops at no cost.

The retirees of UAW 19 came to the rescue of Kent County CLUW's OAs in Michigan. The retirees decided to share their headquarters with Project Opportunity and agreed to take telephone messages during the day. The OAs have been able to return the favor by providing a desk and other furnishings the retirees can use and by installing a buzzer system so it is no longer necessary to climb a flight of steps to admit a visitor.

In Cleveland the resource center space originally promised would not have included the use of a telephone for incoming calls. At the time, this was very depressing news to the OAs, but in the long run turned out to be a blessing. While the CLUW chapter was hecticly seeking other space for a resource center, the Women's Comprehensive Program at Cleveland State University was trying to find ways to make a solid connection with working women in Cleveland. This connection was facilitated by a Project Opportunity design group member who urged outreach to the Cleveland CLUW chapter as a way to start that connection. This contact resulted in Project Opportunity being given an office with all necessary furnishings -- a very accessible space on Cleveland's central thoroughfare -- and a wide variety of support services ranging from telephone answering service during the day to the assignment of the University's photographer to the project's open house. Both the Women's Comprehensive Program and the chapter see this collaboration as the beginning of a valuable relationship.

For some activities, however, actual dollars are needed -- where rent must be paid or publications purchased, for example. As the program grows, some paid staff may become necessary. Fundraising will then become an activity and responsibility of the entire group.

CLUW chapters participating in Project Opportunity have used various means to raise money. The following sample solicitation letter to local unions, sent concurrently with an invitation to an open house in one city, brought response from several unions ranging from $25 to $100. (See next page.)

The sales of tee-shirts, buttons reading "30% more" (the differential between wages earned by union and non-union women workers), cookbooks developed by members, baked goods, candy, handicrafts, volcanic ash from Mount St. Helene, and other items have produced revenues for several chapters. General rummage sales and card parties have also been held.

In Milwaukee, a rummage sale held in the Iron Workers' Hall on a Saturday brought a net return of $500 for the project.

On a larger scale, grants might be solicited from local or national foundations, from CETA prime sponsors, from State Commissions for the Humanities or other agencies. Joint proposals might be considered with groups from community colleges or labor education centers, though any proposal writing is highly technical, time-consuming, and a high risk effort.

COALITION OF LABOR UNION WOMEN

17 April 1980

FROM: The Coalition of Labor Union Women
Project Opportunity
2800 - 1st Avenue, Room 112
Seattle, WA 98104

We hope you have had a chance to peruse the material regarding Project Opportunity. If you haven't yet been contacted by a CLUW representative about the Project, we hope you will attend our evening Open House on Wednesday, May 7.

A major goal of the project is to develop stronger working women unionists through educational programs and a resource library. Therefore, your aid and sponsorship in the achievement of this goal will be invaluable.

WASHINGTON STATE LABOR COUNCIL President, Marv Williams, I.A.M. District Lodge 751, and other unions have helped with contributions of their staff in the planning of this project. Now, as we move into the implementation stage, we ask for your assistance.

How can you Help?

FIRST, we are asking ALL unions (particularly those with large represented groups of women workers) for monetary contributions to offset the costs of the Project's library and program development. A $75 contribution will pay one month's office rent; a $100 contribution will pay for telephone and utilities for one month. A $200 donation will host an afternoon workshop complete with speaker, flyers, and space rental. A $25 donation can buy a month's worth of postage.

SECONDLY, we are asking for your suggestions to aid us in planning programs, seminars and workshops that will enhance women workers' career, union, and personal growth.

Finally, any educational material that you have would benefit PROJECT OPPORTUNITY's library. Therefore, we would like to know about it.

Our address is: 2800 - 1st Avenue, Room 112
(FIEA Office)
Seattle, WA 98104

Thank you for your support.

In Unity,

PROJECT ADVISORS:

Laura Walker, (SPEEA) Anna Padia, (PNNG)

Claudia Girdley,
I.A.M. & A.W. - Lodge 751

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CAUTION: Paid staff requires supervision, and grants or contracts require time for administration and reporting. Development of an opportunities program should be undertaken at a pace consistent with organization development and the availability of time of the OAs or other members.

ACTIVITY RECORDS

There are a number of reasons for keeping records. They enable different persons who may staff the center to have background information on members who may return for additional advisement, and provide a basis for future contacts for resource acquisition. They provide information on what subjects are of most interest to users of the resource center and what resources are most useful for referrals.

Records may be kept in a card file, or on 8½" x 11" paper filed in folders or punched and inserted into a loose-leaf notebook. OAs who receive requests outside the resource center might keep a supply of the forms with them to record the information at once and not need to transfer it later. Following is a suggested form to record information for each person contacting the OA or other resource center staff; additional sheets may be needed for each advisee to record follow-up action.

SAMPLE - RECORD OF INDIVIDUAL ADVISEMENT*

ORGANIZATION MEMBER Yes x No____ DATE: 10/23/80

NAME: Terry Martin

ADDRESS: 234 Letour Road
Hoboken, NJ

PHONE: Day 123-4567 Night 765-4321

UNION NAME: OPEIU LOCAL NUMBER: 333

HOW DID YOU HEAR ABOUT THIS PROGRAM? CLUW Chapter Newsletter

GENERAL BACKGROUND: EMPLOYER/TITLE/DUTIES - Secretary, Personnel Department, American Aluminum Association (AAA) -- general secretarial duties for entire department; supervision of three clerks.

EDUCATION (past/current) - High School graduate; 2 years college. Many labor studies courses (non-credit).

UNION/VOLUNTEER/COMMUNITY ACTIVITIES - Shop steward; chair of CLC Community Services Committee; Vice President, CLUW Chapter; Red Cross Volunteer.

REASON(S) FOR CONTACT: Wants to move out of current position.

ISSUES RAISED OR INFORMATION REQUESTED: Want more money and opportunity for advancement. Is willing to work toward goal. Interested in working with union or social service agency -- sees lack of degree as barrier.

NEXT STEPS: Take aptitude battery of tests at Employment Service. Get college transcripts and approach Xanadu State University about degree program and advanced placement. Check union contract for possible educational assistance funds.

FOLLOW-UP: 11/15/80 - Results of tests reinforced Terry's job choice. She met with the Labor Studies staff at Xanadu, and they helped her get advanced placement. AAA will pay half her tuition for basic education as it should help her be a better secretary.

*See Appendix for blank form you can xerox.

In addition, records of contacts with resource agencies and specific persons should be kept to identify those which might be useful in providing subsequent materials or services. The following form might be used for recording these contacts.

SAMPLE - RESOURCE AND OUTREACH CONTACT RECORD*

OA Anne Smythe

1. DATE 10/14/80 ADVISOR Ruth Jones

2. TYPE OF ACTIVITY
   - ___ Needs Assessment
   - x Resource Development
   - x Program Publicity
   - x Information and Advice
   - ___ Other (specify)

3. WHERE - HOW
   - ___ Organization Meeting
   - x Other Meeting (specify) - Labor Studies Center
   - ___ Telephone
   - ___ Other (specify)

4. WHO

   a. Resource Contacts (union, college, library, etc.)

   Organization Labor Studies Center - (LSC), Xanadu State University

   Person Marvin College, Director

   b. Number of persons 3

5. WHO INITIATED THE MEETING? x OA ___ Other

6. AREAS COVERED: Labor education programs planned for the current year; potential labor education services; development of program aimed specifically at union women.

7. ACTIVITIES SUGGESTED OR PLANNED: CLUW to send representative to Advisory Board; OAs & Chapter Education Committee to decide on specific labor education program the LSC could sponsor; then meet again with the Director.

8. ACTIONS TAKEN, PUBLICATIONS RECEIVED: CLUW Chapter and Labor Studies Center to sponsor a course on Parliamentary Procedure, Saturday, January 17, 1981.

9. OTHER NOTES: Mary Harris Jones will represent CLUW on the Advisory Board and report regularly at chapter meetings.

*See Appendix for blank form you can xerox.

CHAPTER 4

HOW TO DEVELOP AN ADVISEMENT PROGRAM TO MEET YOUR MEMBERS' NEEDS

Advisement of working women is one of the main tasks of Opportunities Advisors. Advisement is helping people to figure out for themselves what they really need, to find information on opportunities, to decide on a course of action and to overcome the natural reluctance to risk involvement in something new.

Surveys of working women and men show that they want more information on their opportunities for work, training and education. They often have trouble using information, however, because they are unsure about their individual needs, desires and goals at the present stage of their lives. They feel stuck at such times. They can even feel helpless. Advisement can help people gain clarity about themselves in order to get unstuck and to act. Advisement can help a person feel she has more control over her life.

INTERVIEWS

One of the most effective tools that OAs can use in an advisement program is a personal interview. Interviews encompass four different purposes:

- To collect information for the interviewer's needs;
- To give information to the interviewee;
- To help the interviewee gain self-awareness;
- To help the interviewee make her own decisions.

OAs use all four types of interviews; they are all esential to advisement. The first type will usually be used with people who can supply to the OA information on work, union and learning opportunities for working women. The second type will be used by the OA directly to inform women about the opportunities program -- what it has to offer -- and about specific opportunities. The third and fourth types of interviews are sometimes necessary before an individual can make good use of information to meet personal goals. For OAs to be effective in interviews for self-awareness and for decision-making requires some training, so these types of interviews are described in detail.

Increasing Self-awareness

Before people can make good use of information about opportunities, they need a high degree of awareness about their own values, their wants and their needs. OAs in Project Opportunity found that some working women came to them with a desire to change things but without a clear picture of what is bothering them or of what they want to do. The OAs had to listen actively with questions to help these women see concretely their situation at work, at the union or at home before those women could decide on a line of action.

Working people often have something to complain about on the job. The OA should listen to the complaint and then encourage the worker to take a broader view of her life at the moment. She may be in a period of transition. Priorities and values change as circumstances alter and as people move through life's phases. Stress comes with changes -- good and bad. Large events at work can lie behind specific complaints and be the real cause of distress. Major changes on the job that can influence our priorities and cause feelings of strain and adjustment include such events as: a new boss, a different assignment, another job, more responsibility, less responsibility, a change of union, and the like. A new job, for example, may require the use of unfamiliar equipment which creates a priority need for additional training. It is therefore useful for OAs to ask directly if there have been any big changes in the work-place and encourage the worker to describe any feelings of discomfort she has had since the change. Sometimes the greatest discomfort is felt in anticipation of a change and people need to talk about their anxieties.

Events that most forceably change people's priorities and create stress, naturally, are personal developments such as marriage, childbirth, child departure,and loss of spouse. New opportunities open up with changes, good or bad. For example, the importance of being home soon after work each day may decline for a woman when all her children have left home. She may be ready then to engage in union activities in the evening. The OAs can tactfully ask if there are any big changes recently or coming up soon at home. The worker may need to talk about the feelings stirred by such changes before she can open her eyes to the new opportunities the change may create, the new goals that it may now be possible to pursue.

The OA should not tell someone what goals to adopt, what opportunities to seize. If she does, the worker's decision is not her own, and she can lack commitment; she can avoid responsibility for her actions. The OA helps the worker to recognize what alternatives to her present situation she has and what opportunities there are for change.

Sometimes a person turns away from opportunities by saying, "Oh, I can't do that. I don't have the right experience or education." In fact, she may have the necessary skills for the working or learning opportunity. The OA can ask questions about accomplishments on the job, at home or in the community that show she has the necessary skills. People often fail to see how a skill used in one place can be applied to another. For example, a woman might say that she could never run for a union office because she "can't ask for others' support." The OA, with a few questions, might discover that the woman has raised money for her PTA and help her realize that she actually has had experience in approaching people.

In many cases, of course, the needed skills to exploit an opportunity may not be there. But this does not mean they can't be developed. The OA can refer the worker to a program in the community or union where she can learn desired skills such as public speaking and assertiveness.

OAs can help workers by encouraging them to plan for the changes they see coming in their lives -- both at home and at work. The stress we feel with changes is much more easily handled if the change is expected and planned for.

Women who have planned ahead to exploit opportunities for community or union participation have an easier adjustment when their children leave home. The worker who seeks a different job has an easier time usually than one who is suddenly ordered to change. Satisfaction comes with feeling control over one's life and OAs can point out areas of life where working women can take initiative and assume more control and responsibility.

To be effective in promoting self-awareness, the OA needs to have good listening skills. As an OA, you can become a "good listener" with a little training. Four useful techniques for effective listening are the following:

- Concentrate very hard on the other individual. Follow her conversation closely so you remember what she has said and ask her about it. Watch her during the interview, since people often show more accurately what they feel with the way they hold or move their body than with the words they use. If she places a hand over her face or clenches her fist, she communicates some feelings to you. Keep eye contact with her while she is talking since roving eyes may suggest that you are not very interested, or are embarrassed, while your attentive and understanding eyes will encourage her to trust you.

- Ask questions in an encouraging way. People sometimes need to be encouraged patiently to realize what they are thinking and feeling and to express it. "Open questions" help them to explore themselves and follow their own trains of thought. "Closed questions" focus their attention on the listener's needs and bring out factual information. "Closed questions" should be used sparingly to collect important facts; "open questions" will, generally, reveal more.

Open Questions	Closed Questions
What's on your mind?	What is your job, union, employer?
What do you like (dislike) about your situation?	How old are your children?
Can you tell me more about that?	Did you finish high school?
What do you want to do about that?	Are you married?
Do you want to change that?	Which shift do you work?
What other opportunities are there in that company?	When can you get your pension?

"Why" questions generally are not productive in an interview situation. "Why" questions put people on the defensive because they seem to demand as an answer an explanation or justification for some action, thought or feeling. This is particularly true of "why not" questions: why don't you like your job, boss, employer? why didn't you tell him off? Some "why" questions are not questions at all: they don't call for an answer, but are indirect ways of suggesting some action. They are hard to respond to and emphasize the obstacles to action: why don't you ask him for another assignment? why not tell her how you feel?

- Accept the speaker's emotions. People are often ashamed and confused by their feelings, especially when they are negative. They need to recognize them and accept them or they have trouble going beyond them. It helps when the OA is not embarrassed by the expression of feelings but accepts them as real, legitimate and passing. The OA is not, however, the one to analyze someone else's feelings.

Effective	Ineffective
How did you feel about that?	You are angry at your husband.
What are you feeling now as you talk about that?	You are feeling guilty because...
It sounds like you were mad.	

- Summarize what has been said. OAs can help working women to realize that they have been understood and to move forward toward decision-making. Summarize the interview from time to time, and review what you believe she is thinking and feeling. She then can confirm or correct your summary. When you think there is an understanding of the situation and the other person agrees, you can move the interview from the stage of exploration for self-awareness to the stage of decision making.

Effective	Ineffective
You sound pretty clear now about what's bothering you. Are you ready to look at some things you could do?	So what are you going to do about it?

Obviously, you should use words and phrases that come naturally to you.

Helping People Make Decisions About Opportunities

OAs can be very helpful to people as they wrestle with their problems even when they feel overwhelmed by them. One effective problem-solving method OAs can use has the following distinct stages:

- Define the problem. In order to arrive at appropriate, effective solutions to a problem it is essential to know rather precisely what the problem really is. Defining the problem is not a hasty process and should not be done in a superficial or sloppy way.

An OA can help people to define problems by pressing them to state what the problem is and then examining together whether the statement describes a symptom or an underlying cause of difficulties. For example, a statement that "I don't like my job" does not shed enough light on the problems to suggest appropriate solutions. It is therefore worth asking, "What are the things you like least about your job and what are the things you like best?"

Many problems can be divided into smaller, more manageable pieces that can be dealt with one at a time. As solutions are reached to these sub-problems they add up to significant progress toward resolving the overall problem. The individual problems must be narrowed down and defined concretely in such statements as:

"I don't like the tone of voice my boss uses when he gives me instructions..."; "It's so stuffy where I work that I feel I can hardly breathe"; "I am sick of doing the same dull work and would like to have more responsibility."

° Gather the facts. It is important to identify the facts that are known and the facts that need to be known in connection with a given problem. In addition, the OA can help make a distinction between what is really known and what is supposed, feared or hoped to be facts in the case. People sometimes imagine without asking that their management would not be willing to make a change that would improve worklife. The OA can encourage them to find out management's position by politely and assertively requesting the desired change. A worker might tell her OA that her boss or company would never permit her to start and end work one hour later on days she has the children's car pool. That is not a fact until the employer has officially rejected her request for flexitime on those days. It pays to ask, but because many assume the answer would be negative the matter often is not even raised.

° Identify possible solutions. It is useful to think up many possible solutions to a problem that has been defined concretely before evaluating the outcome of each and selecting the most valuable. Creative imagination is often stifled by first discussing the negative consequences of each solution as it is suggested. The OA can encourage people to be wide-ranging in thinking up options.

° Select one or more solutions. It is important that the final decision not be dictated by the OA but rather be freely selected by the interviewee as her own decision for which she is prepared to take responsibility. The OA can help narrow the choices by questioning what the consequences of each would be, and which is preferable between various pairs of choices. The OA can encourage the exploration of consequences of a given course of action for the job situation and also for family members and other important people. Finally, the OA can help make a plan with dates for taking action on the decision. Decisions that are not followed by action often lead to a sense of frustration and helplessness.

Interviews Versus Conversations

Interviews are very different from conversations between friends. It is important for OAs to be conscious of the differences and to decide when they are shifting into an interview. There are some things done in typical conversations that are harmful in interviews:

° Interrupting. It is natural to cut spontaneously into the conversation with something one happens to think of at the moment -- even if the other person hasn't finished a thought. In interviews it is important to listen and give the other person time to put words together.

° Changing subjects. Frequently people bring up things that have nothing to do with what the other person has just said, and the subject jumps around. The interviewee would become frustrated.

- Analyzing. Often people tell others why they think and act as they do rather than help them find their own reasons, discover their own behavior in a new light.

- Comforting. To make the other person more comfortable people in conversations minimize the other's problem, say how awful someone else is, or urge the other to forget it. The interviewee needs her emotions taken seriously.

- Ordering. To be helpful in conversations people often tell others what to do. The aim of an interview is to help a person decide for herself what it is she will do next.

Skilled listening and interviewing call for a different style from the conversational one because the aims are different. The contrasts are suggested by these sample questions and statements:

Conversation	Interview
Interruptions vs. Listening	
I don't want to interrupt but that reminds me of the time...	(silent listening)
Subject Changes vs. Continuity	
Incidentally, did you hear about the last meeting...	Is there anything more you want to say about that before we move on?
Analyzing vs. Inquiring	
Obviously you're jealous of her because...	Do you have strong feelings about her?
Comforting vs. Accepting	
That's not so awful...	I imagine you feel sad about that.
I have a friend who...	
Ordering vs. Motivating	
You should tell your boss to...	What do you plan to say to your boss?

GROUP ADVISEMENT

In many organizations it is easier for the OA to provide information and advisement in a group setting than on a one-to-one interview. Individual interviews are very time consuming and OAs are usually serving part-time. Most organizations have regular meetings and the OA can request the chairperson to allot part of the time to Project Opportunity. With even fifteen minutes the OA can report on such topics as the resource center, new training opportunities or changes in student financial aid. Interested members can be invited to stay after the meeting with the OA. Then they can set a time to meet for an hour of two.

Group advisement has advantages over individual interviews. The members of the group can be very helpful to each other. They hear of similar difficulties and feel less isolated and less guilty for not coping well with everything. They reinforce one another in the identification of skills and opportunities. Their energy level is lifted by the group. Members of a group session generally receive emotional support from each other.

The aims of group advisement, like advisement interviews, are to assist working women to understand their needs, recognize their opportunities and take action to improve their own lives.

Group sessions should be carefully planned in advance. The physical setting must be checked. The program schedule should be written down with approximate times and reviewed with the group at the outset so they know what is coming and can take responsibility for amending the schedule if they have suggestions. Participants should know in advance when the session will begin and end so they can make plans, and those hours should be carefully observed.

OAs should give the ground rules for the session so that every one knows what to expect. Four good rules that can be used are these:

- I Pass. Members of the group have the right to decide to participate or not to participate in any part of the session. If they don't choose to participate they can simply say, "I pass".
- No Put Downs. Participants are free to express any opinion or feeling without being jumped on. Each person should accept the others and herself; no apologies are necessary.
- Confidentiality. Members need to feel that they can trust the others and that personal information will not be passed on.
- Take Responsibility. Members need to feel that they have freely decided to participate and that they, not the OA, are responsible for their own growth.

At the opening of a group session, it is important that the OA make sure everyone knows everyone else. If there are many strangers, they can share personal information in pairs for five minutes, then introduce their partners to the group with some information they found particularly interesting. If people already know each other, the group can be warmed up rapidly by taking one minute each to share with the whole group a good thing that had happened since the last meeting. Another good thing to share is a short statement from each on what she hopes to gain from the session. The point is to create an atmosphere of warmth and trust in which sisters can help each other.

Group exercises

There are some exercises that OAs have used that assist members to know themselves and their opportunities.

- Clarifying Values. The personal values and priorities of an individual will determine whether she decides to take advantage of a work or educational opportunity. Decisions are more easily made when she is clear about the things that are most important to her at the time. The sample values inventory on the next page is a useful way to clarify values in a group.

When the members of the group have filled out the rank order of values, they can go back over the list and circle those values which they enjoy on their job. Then they can meet with one or two other members of the group and discuss how these values relate to their work situations, pointing out which are supported and which undermined.

VALUES INVENTORY

Please read through the following list and place a check to the left of each item that you value in your life.

Next, in the spaces to the right, rank order the values you have, chosen from the most important to the least.

Finally, circle those values that are supported or encouraged by your work situation.

☒ Peace - Harmony
☒ Happiness
☒ Loyalty-Faithfulness
☒ Intelligence
☒ Integrity
☒ Money
☒ Friendship
☐ Power - Stature
☒ Love
☒ Honesty
☐ Perseverance - Determination
☐ Courage
☒ Independence
☐ Patriotism
☒ Freedom
☒ Wisdom
☐ Humility
☐ Competitiveness
☒ Creativity
☒ Health
☒ Achievement
☐ Excellence

1. health
2. peace
3. happiness
4. intelligence
5. wisdom
6. love
7. friendship
8. integrity
9. faithfulness
10. honesty
11. creativity
12. achievement
13. money
14. independence
15. freedom
16.
17.
18.
19.
20.
21.
22.

° Setting Goals. Goals can be large or small and often are not expensive or difficult to achieve. Yet people often stop themselves from considering things they would like to do -- new opportunities and goals -- by interrupting themselves with a statement like, "Oh, I would never have enough money or time or support to do that." This goal setting exercise encourages people to think freely and even wildly about what they would like to do -- to dream a little -- and only afterward consider what would be needed to accomplish those things.

Here are the steps to be followed for an enjoyable and revealing goal setting exercise which is demonstrated on the next page:

° Give to members of the group one copy of the form in the Appendix entitled, Twenty Things I Want to Do Before I Die. Explain that this is a chance for them to think about the things they would like to do regardless of the cost or difficulty. Urge them to let their imaginations fly over all barriers, to treat themselves to fantasies, to enjoy.

° Ask them to respond to each of the following on the numbered lines of the form: (After they have finished one, read the next.)

1. what they would do on a day with absolutely no responsibilities
2. one place in the world they would like to visit
3. one person they would really like to meet
4. one adventure they would like to have
5. one skill that would improve worklife
6. one skill to enjoy off the job
7. something they would like to learn about
8. one book they want to read
9. one job they would like to have regardless of their qualifications
10. one position they would like to hold in a membership organization

11-12. two relationships they want to improve

13-20. eight other goals that might involve family, friends, education, work, leisure, service, location, etc.

Next, ask them to write the following codes in the columns on the right hand side of the form:

Column A: $ if it would cost you more than $100
Column B: A if you can make it happen alone
Column C: A if you do it by yourself
O if with others
S if with special others
Column D: 5 if you could possibly do it in five years with effort and sacrifice
Column E: W if you WILL do it sometime before you die

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EXAMPLE

TWENTY THINGS IN LIFE I WANT TO DO BEFORE I DIE

GOALS	A	B	C	D	E
1. Go for a picnic and a long walk		A	A/O	5	W
2. Brazil	$		O		
3. Norma Ray		A	A	5	
4. Raft trip on the Colorado River	$		O	5	W
5. Assertiveness skills		A	A	5	W
6. Play the piano	$	A	A	5	
7. Psychology of women		A	A	5	W
8. Life of Helen Keller		A	A	5	W
9. Manager of a restaurant	$		O		
10. President of union local			O	5	W
11. Daughter, Jane			O	5	W
12. My foreman			O	5	W
13. Music lessons for daughter	$		O	5	W
14. House of our own	$		O	5	W
15. Course in Chinese cooking		A	A	5	W
16. Organize family picture books		A	A	5	W
17. Live-in baby sitter			O	5	W
18. Leisurely visit to museums		A	A/O	5	W
19. Form support group of women			O	5	W
20. Weekend alone with John			S	5	W

Code Key

Column A: $ if it would cost you more than $100
Column B: A if you can make it happen alone
Column C: A if you do it by yourself
O if with others
S if with special others
Column D: 5 if you could possible do it in five years with effort and sacrifice
Column E: W if you WILL do it sometime before you die

Finally, look over your list and put an asterisk by the five things you most want to accomplish before you die.

The value of the exercise is increased by discussing the outcomes in the group and with the people involved in the planning. The OAs can encourage group participants to share with the whole group any surprises felt while doing the exercises. Then it is useful to ask whether any of their goals require less than $100.00 to fulfill; whether any could be carried out alone. Those who say "yes" can be invited to give examples. OAs can then give participants five or ten minutes to describe some of their goals to one other person. They should not be asked to show their forms to their partners.

One word of caution for OAs: this is a highly personal exercise and participants should be told at the outset that it is for their own information; that they will not be asked to show their filled out forms to anyone else; that they should therefore feel uninhibited as they reflect on their goals and write them down. The experience of describing some of their goals to group members will make it easier to share them with the important people in their lives.

° Recognizing Personal Qualities. The ability to pursue goals successfully depends more on personal traits than on skills. People find it hard to recognize and especially to discuss their own qualities. Explained below is an exercise to help members to do so. It is a good one to use when morale is low because it increases awareness of good qualities and gives confirmation from other people who are important.

Duplicate and give to the group members two copies each of the form in the Appendix entitled Personal Qualities. Instruct them to circle the qualities they honestly think they possess. Urge them to give the other copy to a spouse or good friend with a request that they also circle the qualities of the group member. Finally, suggest that they compare their forms with the ones marked by others and try to group the qualities they have in two or three clusters.

After the exercise, the OA could give members a chance to share the experience by asking if they were surprised by anything they learned about themselves or if they would now describe themselves differently to a prospective employer.

° Identifying Skills. Few people realize how many skills they have developed in their lifetime from both schooling and experience, such as: organizing, persuading, planning, communicating, convincing, driving, record-keeping. Invite the members of the group to make three columns on a piece of paper headed: Work, Home, Community. In each column have them list the skills they have used in those settings. Then have them circle the skills they most enjoy using. Next, have them write "I" alongside those skills which they would like to improve upon through further learning. Next, ask them to put a "W" by those they currently use at work. Finally, suggest that they put "L" by those they would like to use more. This exercise followed by small group discussions will help to clarify what skills they might want to learn and practice more in the work place or other settings.

Another valuable group exercise for identifying skills is the Big Achievement Game. The group is divided into pairs. One partner describes to the other an achievement which has given her satisfaction. It may be organizing a parents' meeting at school, raising money for a church or an organization, writing an article or addressing a group meeting. The listening partner writes down the skills that were used in the activity and reads them back when the description is finished. Many are surprised to hear how many skills they have successfully used in one achievement. This exercise gives a great deal of emotional support to each member.

These exercises are enhanced by having them introduced with a "brainstorming" session on skills as described below. Many skills will be identified that members alone might not think of.

° Brainstorming. Groups of people can be very creative together by using the brainstorming method. It generates many ideas very rapidly. The rules for brainstorming are as follows:

° The subject should be concrete and specific;

° The leader should write down in full view of everyone every idea presented -- regardless of repetitions;

° There should be no justification or criticism of ideas presented;

° Group members should be uninhibited in shouting out ideas;

° Sessions should be snappy and brief (10 to 15 minutes).

A useful focus for brainstorming with groups interested in occupational concerns is on skills. Ask people to give one or two word definitions of skills ending in "-ing," from the simplest to the most complex. This is a good warm-up for doing the skill inventory exercise mentioned above.

Brainstorming the concerns of members is an effective way to build meeting agendas. The method is good for dramatizing the variety of learning opportunities in the area. It is also useful for thinking up possible solutions to a well defined problem. Some of the most far-out sounding solutions may prove to be the most viable. For example, a brainstorming session on a training problem might produce solutions including a leave of absence, a home study course, a private tutorial, an external degree or private apprenticeship.

° Time priorities. Satisfaction can often be increased and frustration reduced by changing the way we allocate time to activities. However, a high level of awareness of how time is currently used is necessary.

An enjoyable exercise to increase awareness is the Balloon Game. Each member takes a piece of paper and puts a dot in the middle to represent herself. Around the dot, balloons are drawn and labeled for each activity during the week -- at work, at home, in the union, in the community. The size of the balloon varies in accordance with the amount of time spent on that activity so that, for example, sleeping and working will be large balloons. Then have each person connect the balloon and the dot in the middle with lines which should vary in width according to how much she enjoys that particular activity. Participants will be struck by the fact that some very small balloons have very wide lines connecting them with the dot which tells her she is not spending a lot of time on things she most enjoys. Pairs of participants can discuss their pictures with each other, usually producing both grins and grimaces.

- Assertiveness training. The basic notion behind assertiveness training is that there are important differences in behavior which can be classified as non-assertive (passive), assertive, and agressive. Experience has shown that so-called assertiveness is effective and rewarding behavior both for the individual and the people with whom she comes in contact. Furthermore, assertive behavior can be learned. It results in being honest, direct, appropriate and respectful of other people's rights. At the same time it means being mindful of one's own basic rights which include the right to:

  - Enjoy self-respect and self-confidence;
  - Express feelings and thoughts frankly;
  - Decide on the use of one's own time, property, energy and body;
  - Exercise one's right without feeling guilt toward others.

In virtually every city there are people experienced in conducting assertiveness training who can be contacted to offer training to members in group settings.

Many groups in Project Opportunity and elsewhere have found that assertiveness training is very valuable. The OAs in Project Opportunity appreciated taking assertiveness training for themselves and arranging it for their members.

SUMMARY

Advisement is not telling people what they think, what they feel, or what they should do. Advisement is rather helping people to clarify their own values, needs, wants, and problems. It is helping people to see the wide range of possible solutions or actions that they can take. Everyone has more opportunities than she ever realizes or dares to consider exploiting. An OA can help people to realize what opportunities exist and to gather up the courage to give the time, energy, and perhaps money needed to take advantage of an opportunity.

To provide advisement effectively it is useful for OAs to remember the difference between a conversation and an interview. In an interview, it is useful to avoid the following habits of informal conversation:

- Talking too much about the OA's own situation;
- Interrupting the interviewee by finishing sentences or adding the OA's own story;
- Changing the subject before the interviewee has had a chance to reflectively say what she has to say about it;
- Interpreting or diminishing the feelings of the other;
- Giving advice before understanding the issues and defining the problem.

During the training sessions of Project Opportunity we found that the OAs were so familiar with the problems at the workplace that they were quick and eager to tell the interviewee what was wrong, to become emotionally involved with the situation, and to tell the interviewee what she should do about it. Patience and restraint are needed to let the other person tell her story and work out her own solutions. She will benefit more if she is allowed to do so herself with the acceptance and encouragement of the OA.

Members of organizations who have self-confidence, respect for the potential of all and desire to see people grow will make good Opportunity Advisors.

CHAPTER III

HOW YOUR ORGANIZATION CAN SUPPORT AN ONGOING OPPORTUNITIES PROGRAM

The preceding chapters have presented the essential elements of an opportunities program: its purpose, what the opportunities advisor is expected to do, how to find out what your members need, how to establish and operate a resource center, and finally how to develop an advisement program for your members. All of these are related and each should be an ongoing aspect of the opportunities program. It is important to have a fair grasp of the entire program in order to convince your organization of the benefits of undertaking this activity.

This chapter outlines the steps to take to get your organization to adopt an opportunities program. It describes how to orient organization members. It emphasizes the realistic possibility and the value of integrating the new activity into the rest of your organization's program. Ways to reach out to membership, to community resources, and to union leaders and labor councils are also presented. The chapter concludes with considerations to remember in delegating authority and involving members in all aspects of the opportunities program.

ORIENTATION

Groups obviously differ from one another in the breadth of their organizations, the size and degree of involvement of their memberships, the content and quality of on-going activities, the nature of their relations with other groups such as local unions, and the resources at their disposal. For many organizations the very notion of adding one more program, particularly an activity that may appear complex and taxing, may be unwelcome or even frightening. It need not be. For the goals of the opportunities program are totally consistent with the reason-for-being of many women's groups, and a well-run opportunities program can enrich and strengthen your organization without in any sense deflecting it from its true purpose.

> One CLUW chapter reported that it was Project Opportunity that revitalized the chapter and mobilized more members to become active. One woman said that taking the needs assessment survey got her involved in CLUW and the project; she now helps staff the resource center and assists in publicity.

The first task, then, is to persuade your members and leaders that this is a workable project, realistically within their means, and in the best interests of the individual members and the group as a whole. Ultimately that persuasion will rest on the services that are delivered and the value members receive. But the initial orientation and explanation are vital to the acceptance of the idea and willingness to participate.

Chicago's OAs used an unusual method to involve chapter members in Project Opportunity. At the annual chapter weekend retreat, a morning was devoted to explaining, sharing ideas, and recruiting support for the project. Chapter members left the retreat with a deeper understanding of what the project could do for them and their co-workers. The OAs went home with a more secure feeling about the project's place in the chapter and with additional volunteers.

Plan the introduction carefully with the group's Executive Committee. Be sure the presentation for group approval is made by someone, probably the president, who is well-briefed on its purpose and possibilities. Emphasize the potential in the program for recruiting new members as well as serving current members. Recognize that initial expectations must not be too high, and that the development of a resource center and advisement service will take time and will be a continuing process.

Decide in advance whether you will conduct the needs assessment survey (See Chapter II) at the first meeting at which you present the opportunities program for approval or whether you will do so at the following meeting. Conducting it at once may take advantage of early enthusiasm and give members a better understanding of the entire program. On the other hand a delay may seem less presumptuous and more open. The timing decision will of course be shaped in part by the length of the meeting agenda, the frequency of meetings, attendance, and other such factors.

One orientation session alone of course does not end the responsibility for informing members of the purpose and services of this program. Continuing to provide information as a regular meeting agenda item is essential. As the opportunities program resources expand and as your advisement skills are honed, there will be new information to give. Experiences can be shared by advisees who have been profitably served and who have successfully followed leads or referrals. New members should be introduced to the various opportunities on a regular basis. And as educational institutions and other community resources become more and more aware that your members are potential clientele, they will initiate contacts and tailor activities to help meet your needs. Such developments can also be reported at meetings either by the Opportunities Advisor or by a representative of the resource agency that offers a particular program.

INTEGRATING THE OPPORTUNITIES PROGRAM INTO OTHER ACTIVITIES

How does the opportunities program mesh with organization activities? To be truly useful to members, to be seen as a bona fide investment of time and resources that will elicit group support, the opportunities program must be integrated into the overall program. It is advisable that the OA be a member of the Executive Committee, preferably with no other portfolio. It is essential that the planning for the resource center and advisement services be done in concert with the entire Executive Committee.

As with any proposal for an activity, it will sometimes be necessary to defer or even forego altogether a plan the OA puts forth. Conflicts of time and womanpower are inevitable. These should be expected and not be discouraging. They can be minimized and often avoided altogether, however, if the OA is alert to possibilities for bringing community resources to bear in dealing with whatever problem or situation the group is addressing. The more familiar the OA is with community organizations; personnel with special knowledge and skills; offerings of courses, lectures, and programs; available services, brochures, newsletters, other printed materials and audio/visuals that can help instruct members, the better able she will be to help meet chapter needs and enrich the quality of its programming.

Whether the group plans to assist members in reading contracts, sharpening parliamentary procedure skills, public speaking, letter writing to legislators, or any of the numerous subjects of concern, the OA can suggest resources that are pertinent. When the OA does not know of appropriate resources, she can take on the assignment of seeking out likely sources of information. There are many more resources than one realizes, and an OA has no reason to feel inadequate when she does not have them all at her finger tips. An OA should, however, be aware of the probability of available help, and she should seize every opportunity to try to match member needs with such appropriate resources.

OUTREACH

There are three essential directions in which the OA must reach out if the opportunities program is to be successful: to membership, community resources, and to union leaders. Techniques and methods will vary in each of these thrusts, just as they will vary with the style of each OA and her relationships with these several groups. Here are some general guidelines to keep in mind.

Outreach to Your Membership

If the advisement service has all the clients it can handle and if the chapter includes opportunities programming on every meeting agenda, then outreach to members either has been effective or is certainly not a problem. Even under such ideal circumstances, however, it is probably wise to look at your total membership roster from time to time and compare it with the clientele being served to determine whether any segments are being left out.

More usual, of course, will be the situation where the resource center and services of the OAs are underutilized. In this case, don't wait for members to come to you; the OA should initiate contact and have something to offer. Solicit help from active members in passing the word within their unions or other organization to which they belong. Be sure written notices of your meetings or newsletters contain some mention of the resource center, including open hours and phone number, with an occasional catchy reminder of a particular event that may appeal or a testimonial from a satisfied customer. Brown bag lunches at or near a work site can be an opportunity to make services known.

Those members who have difficulty getting to the resource center to see announcements may like to have their names on mailing lists of local labor education facilities, community colleges, etc. Try to develop a system for ascertaining members' wishes about receiving such mailings and for follow-through.

Insofar as possible, try to have the resource center open and staffed at a variety of hours in order to accommodate different work shifts and non-employment schedules. The telephone answering service mentioned in Chapter III and meticulous return calls are very important in assuring members that the opportunities program is a going concern and is responsive to them.

Former members who have not renewed their membership can sometimes be persuaded to do so when encouraged by knowledge of a program or service that interests them. The OA should work with the membership chair in pursuing such efforts.

There are sometimes members who would like to participate in a program but can't afford it. Try to locate scholarship funds, or to convince institutions of the need for financial support for low-income members for travel, child care, or fee remission for conferences or courses. Often even when no such financial assistance is announced by the agency sponsoring a program, it can be arranged on request.

When talking with members, try to get frank reasons why they are not making fuller use of OA services. Whether the reasons are timing, lack of information, location of activity, content or quality of programs, finances, or other, knowing the reasons is the first step toward correction.

In any of your outreach, remember that personal contact is nearly always the most effective.

Outreach to Community Resources

The many education, counseling, job development and placement resources cited in Chapter III are there to serve the community. Agencies can do this best if they are made aware of the special needs of various clientele groups, including yours. As you encounter or learn of institutions and agencies that provide programs of interest to your members, initiate contact and invite a representative to visit your resource center and meet some members.

When you do invite some of these specialists to conduct a program, or just to explain what her/his agency has to offer, be sure to brief the speaker in advance on the purpose of the opportunities program and the concerns of the audience. This briefing can keep the presentation on target and make a great difference in the satisfaction everyone experiences. Because they are specialists in education and career development, some of these people may be able to suggest additional valuable program content. They may also have materials to donate to the resource center, as well as ideas for other free or inexpensive items. By soliciting advice and help, and making your needs known, you at least open the way for such responses.

Remember to ask that your organization be on the mailing list for notices of agency programs. Agencies, in turn, might like to be informed regularly of your activities.

In Philadelphia, the CLUW chapter has a long standing relationship with the Regional Office of the Women's Bureau, U.S. Department of Labor. Women's Bureau staff contacts chapter officers when they need guidance on approaching the local labor movement. CLUW's input is also consistently sought when the Women's Bureau is considering issues and priorities. Because of this established rapport, OAs in Philadelphia were easily able to enlist Women's Bureau support for Project Opportunity with materials and staff assistance for programs.

Often member needs that are expressed in the needs assessment survey or through individual interviews can be met by existing community resources and need not involve duplicative major activity by your chapter. For example, knowledge of available child care facilities, housing referral sources, ongoing classes in assertiveness skills or self-defense are probably already at hand. The OA who reaches out to discover the resources, conveys to them the needs of her chapter, and makes the resources known to chapter members in ways that seem readily approachable and non-threatening is doing the job for which she is selected.

Your organization may already be affiliated with a network or coalition of organizations in your state or community concerned with women's rights and responsibilities. Among the member groups there are probably a number who can be very helpful. Find out who they are, what their special attributes are, and join forces in mutually productive activity.

Project Opportunity is now a part of the community resource file of the Memphis/Shelby County Public Library and Information Center. All descriptive information about the project is updated regularly, and included in a newsletter-type sharing packet which is issued monthly to Project Opportunity as well as to many other organizations and individuals.

Outreach to Union Leaders and Labor Councils

Building bridges and cementing relationships with leadership of the unions in your community is important for every CLUW chapter, and for many other organizations. The opportunities program can be very helpful in achieving these objectives. Union leaders need to take their women members more seriously, and to recognize and acknowledge the abilities and commitment of union women. Union leaders must be convinced that a strong opportunities program is neither irrelevant nor a threat, but rather will strengthen the union movement altogether.

The Houston CLUW chapter used Project Opportunity to reach out to a variety of unions for assistance. In their search for resource center space, they found it difficult to locate one place that combined room for secure storage of materials, and for advisement, with a system to answer the phone when the center was closed. The solution -- they divided the responsibilities between the Harris County AFL-CIO and the Teamsters Local 968. The Central Labor Council provides an answering service for the project, and the Teamsters provides the office space. This solution has brought the AFL-CIO and the Teamsters into partnership supporting this CLUW project and will strengthen the credibility of CLUW in the local labor movement.

Keep the unions informed of the opportunities program and its purpose; be sure they are on mailing lists to receive notices of your activities. Perhaps individual members who are involved and enthusiastic about the program can make personal visits to union officers or present an oral report at their own union meetings.

In Portland, an OA is investigating the possibility of adding several slides regarding Project Opportunity to a slide-tape show which is mandatory for new members of her union, the Retail Clerks. She is also presenting information about CLUW at shop steward training sessions.

A second outreach effort is to view the labor leadership as resources. Find out which people have skills or knowledge you need in the program and invite them to take part. Most people like to be asked to share their special expertise, especially when the invitation is sincere and not simply a devious attempt to curry favor.

By actually witnessing an opportunities program, union personnel may develop a more positive and realistic impression of women's talents and capabilities. Try to arrange their participation at the resource center where the materials you have will be visible and available. This can be a time to share your plans and hopes, to be open about needs of the center, to consult the visitor for further ideas, and to offer for union use information the center may have that the union does not.

A final direction for outreach to unions and labor councils is to offer them services developed or located through the opportunities program. Some of your own members or various community resources you have been in touch with have experience and knowledge that might be advantageous for all union members. When you do know of a particularly qualified person whose specialty is germane, make her/his availability known.

In Seattle, the Project Opportunity resource center, located in the Labor Temple, announced its opening through a press release and Open House, to which many local unionists and CLUW members were invited. The project has a bimonthly newsletter, Focus In, which is mailed to about 200 people and organizations and includes news of Project Opportunity, CLUW, and local labor issues or events of concerns to working women.

DELEGATION OF AUTHORITY

All of this is far more than a one-woman job. If the opportunities program is truly to serve your members it is essential that the responsibilities be shared. The more an individual is involved and is depended on, the more she has a stake in the success of a program. Whatever roles are assigned, it is important that individuals not be overloaded, that they are well instructed and know what is and is not expected of them, that they participate in the design of their own assignments, and that they understand and accept deadlines and reporting procedures.

It is especially important that all who contribute to the success of an event or to the ongoing administration of the program share in any public recognition, and that the acclaim not be limited to only one or two "Stars".

Dividing responsibility works best when it is carefully planned, rather than a series of ad hoc, off-the-cuff requests. Planning by an advisory committee is especially beneficial in the early days of the program when meetings will be more frequent than later on. Once the advisory committee has outlined a plan and agreed on the sequence of necessary tasks, they can describe jobs and seek members willing and able to undertake them. There are many possible approaches to the organization of the opportunities program. Among the specific functions, you will want to include at least some of those listed under Resource Center Task Forces in Chapter III.

In parcelling out assignments and designating sub-committee heads, involve new people, tap and develop talents, avoid the appearance and the reality of a clique. Sometimes people who haven't occurred to you will offer to help; take the time and use imagination to find an appropriate task for them and capitalize on their enthusiasm.

There is always routine, non-creative work in any program -- stuffing envelopes, collating papers, keeping the premises clean, etc. Some of this is less odious when done in a group during discussion sessions. Don't burden the same volunteers with these chores unless you are confident they really want to do them.

There is always a fine line between leaving a responsibility totally in delegated hands and in assuring follow-through. How one monitors or checks up makes a difference; tactful offers of support usually are more productive than angry reprimands. Have a back-up or contingency plan, and be sure accurate progress reports are obtained in a timely fashion to avoid embarrassing last minute surprises.

CONCLUSION

This chapter has suggested some of the basic principles that can help assure the acceptance and enthusiastic involvement of your members in the opportunities program. The way in which the concept is introduced and explained can lead to its early acceptance. When the OA is herself convinced that the program is consistent with the organization's purpose and will help provide a richer experience for all the members, she will be able to sell the idea, continually see new occasions for putting more and more of the program's elements into practice, and maintain a high level of member interest.

Outreach to the three constituencies named -- membership, community groups, and labor leaders -- is crucial and can bring many rewards. Other groups than those mentioned in these sections may also become profitable contacts as the program progresses.

Finally, as responsibilities are delegated, increasingly spread among the members, the program will be able to expand. In the process of involvement, individual members will not only be recipients of the services of the opportunities program but will have important parts in providing those services to others. This is the hope and the expectation of Project Opportunity and this handbook, Greater Resources and Opportunities for Working Women, GROWW.

APPENDIXES

Appendix A. Summary of Training Sessions
Appendix B. Case Studies
Appendix C. Resources: OAs, Staff and Design Committee
Appendix D. Forms for Duplication
Appendix E. Bibliography

APPENDIX A

SUMMARY OF TRAINING SESSIONS

FIRST TRAINING SESSION

The first training session for Opportunities Advisors (OAs) was held in Philadelphia, Pennsylvania, at the Temple University Conference Center from Wednesday, October 31 through Sunday, November 4, 1979. Twenty representatives from ten CLUW chapters participated in this introduction to their roles and responsibilities as OAs. Training was provided to help them obtain the information and skills necessary to administer a member needs survey, to make contacts with educational/union/social service resources that can enable CLUW chapter members to achieve their goals, and to make presentations to their chapters to encourage chapter members and other union women to explore the varieties of options available to them.

The four-day training session began with dinner Wednesday evening and an informal get-acquainted session where the OAs participated in a variety of information sharing exercises. The next morning brought an overview of plans for the first training session and the purpose and scope of the project. A national CLUW project director presented the CLUW perspective and showed the OAs how their involvement in this project can help build CLUW nationally and locally and can serve the real needs of their chapter members who wish to move ahead. The remainder of the morning was devoted to the role and the personal/organizational needs of the OAs. The following methods were used to bring out the OAs' perceptions of their needs in relation to the role they planned to assume: 1) presentation of the OAs' responsibilities, a time-line for carrying out these responsibilities, and a discussion to clarify the limits of these responsibilities; 2) brainstorming the variety of relationships necessary to fulfill the OAs' responsibilities, followed by a discussion of how these relationships could be developed and potential roadblocks; and 3) brainstorming the need areas the OAs felt must be addressed at this training session if they are to do their jobs effectively. Instructions for brainstorming were:

- Don't justify or explain
- Don't comment
- Free associate
- Fast and short

In the afternoon, the staff led a discussion of the draft of the needs assessment questionnaire, encouraging active participation from the OAs to add or delete questions and to ensure clarity of wording. A session on administration of the survey followed. Principles of questionnaire administration were discussed along with the pro's and con's of various methods identified by the OAs -- group meetings, personal interview, and mail. Follow-up was also stressed, and suggestions were made that phone or other personal contact would be most effective. OAs were informed that they would be expected to present a plan for administration of the needs assessment as part of their chapter plans due on Sunday morning.

Thursday evening was spent viewing and discussing two films -- "The Emerging Women" and "Working for Your Life". The discussion arising from the films was lively and helped to build closer bonds among the OAs.

Friday morning dealt with two aspects of the early OA responsibilities -- the collection and dissemination of materials. We brainstormed why we needed materials, what types of materials are needed and where they are available. We then discussed the best ways to store and assure access to the materials collected. At this point we stressed the fact that chapters selected to participate in this project had made a variety of commitments -- among these was a commitment to provide secure space for storage of materials. We discussed some pointers to be considered in setting up a materials center and urged OAs to think this process through in the development of their chapter plans.

Friday afternoon exposed the OAs to a potpourri of exercises and activities useful in conducting group sessions relative to Project Opportunity. These exercises included sharing accomplishments with a neighbor noting the particular skills used in achieving each accomplishment. Competency lists and values inventories were used with a demonstration of ways to use them to introduce new ideas and new approaches to CLUW members and other union women, who may not be aware of options available to them. These exercises created lively interchange and self-exploration among the OAs.

Friday evening was a night of relaxation and visiting in "beautiful downtown Philadelphia."

Saturday morning's activities included an introduction to "assertiveness", with an overview of the basic propositions and rights central to an understanding of assertiveness. Role playing was utilized. "Assertive Training for Women, Part II" from the American Personnel and Guidance Association, a film of situations calling for assertive responses, was used. This session was very well received; many of the OAs indicated a plan to arrange an assertiveness training program for their chapters when they returned home. Just before lunch, we reviewed the training up to this point and discussed outstanding needs of the OAs perceived at this time, which were addressed in the afternoon session.

The afternoon was spent dealing with the "nuts and bolts" of the project -- reporting, use of forms, project newsletter, and development of a chapter plan. OAs were then dismissed from sessions to develop the individual chapter plans for presentation Sunday morning.

Saturday evening, films were shown, and OAs had the option of attending the showing or continuing work on their chapter plans. The films shown were "Babies and Banners" and "Union Maids" -- both dealt with activities of women in the union organizing efforts of the '30's.

Sunday morning's activities centered around the presentation of individual chapter plans by the OAs from each chapter. Each team had been given guidelines on the material to be included in the plan which addressed: location and accessibility of the proposed materials collection; plan for the administration of the needs assessment -- including numbers to be surveyed and time and method of administration; and name and address of the contact person for each team.

OAs expressed a desire to have the project develop a press release that would give them public recognition for the work they plan to accomplish. Each OA put together, for the project staff, a list of names and addresses of persons who should receive such a press release. Participants also filled out an evaluation form dealing with each section of the training program and suggestions they might have for the next session.

The training session ended at noon with lunch.

SECOND TRAINING SESSION

The second training session was held at the University Bay Center of the University of Wisconsin in Madison, April 23-27, 1980. Seventeen Opportunities Advisors attended. Of the twenty Opportunities Advisors who had participated in the first training session, fifteen returned to this session. Three -- from Memphis, Little Rock, and Milwaukee -- had been replaced by their alternates due to job changes. Two -- from Cleveland and Philadelphia -- were unable to attend this session due to personal illness and domestic difficulties. In addition, the alternate participant from Memphis was unable to be present due to contract negotiations.

The training session began on Wednesday, April 23, in the evening with a Rap Session where OAs shared their experiences -- successes and problems -- in developing an active Project Opportunity program in their chapters. This session served two purposes: it helped the OAs to articulate their situations; it allowed the OAs to see how other chapters fared so they could seek advice from or share information with OAs from other chapters.

Thursday morning's section began with an overview of the training session, its direction, and some of the results we hoped the session would achieve.

A discussion of the needs survey followed: the administration of the survey and problems encountered during its administration; the computer-run aggregate results from 319 questionnaires. Because the questionnaire sample from individual chapters was small and those who replied were not always representative of total CLUW chapter membership, OAs were warned not to generalize too much from the results. However, certain elements were clear, such as the almost universal interest in learning more about and obtaining further education and training, and important information was obtained on which to base chapter programs.

The Wisconsin State Vice President of CLUW, and Communication Workers of America (CWA) representative, presented a workshop on "How to Make Project Opportunity Work in Your Chapter -- Internal Organizing." The format and emphasis was on problem-solving. The OAs participated in small group exercises centered on what was needed in the chapters to make Project Opportunity a success, and how to organize within the chapter to achieve these needs.

In the afternoon the OAs were taken to the Wisconsin Center of the University of Wisconsin campus where a panel on resources for learning was assembled. Panelists were recruited for this session with the thought that organizations similar to those represented exist in the participant chapter areas.

Panelists had been requested to center their comments on the services offered by their programs and recommendations to the OAs on how to approach similar programs in their respective communities for services and/or assistance. Topics discussed included continuing education, labor education, non-traditional jobs for women, university student services offices and vocational education. OAs then visited the library of the University's Women's Resource Center.

That evening was devoted to the development of attending skills. Using videotape materials developed by Dr. Alan Ivy at the University of Massachusetts, Amherst, the OAs were led through a series of roleplays involving interview techniques, active listening, and the use of appropriate questions.

Friday morning's activities centered on conducting and setting up group sessions as well as advising individual chapter members on appropriate resources. OAs brainstormed about types of group sessions, particular target groups for each type, and the responsibilities the OAs would have in each setting. An exercise on time allocation was presented with instruction on how to conduct the exercise back home. OAs were also given information on a Values Auction exercise in which participants bid on life experiences that represent particular values.

In the afternoon a CLUW project director spoke on CLUW's "Empowerment of Union Women Project." Project Opportunity staff then met individually with representatives from each chapter and shared with them the needs survey results for their chapters.

In the evening, the National Institute for Work & Learning's film, "Worker Education: New Energy for the '80's" was shown. Discussion on development of occupational planning skills, "legal and illegal" questions on job application forms followed. The evening ended with the film, "Why Aren't You Smiling?" which reflects the problems of office/clerical workers.

On Saturday morning the OAs roleplayed activities in referral and advocacy situations -- on approaching educational, labor, and upgrading resources to ask for specific assistance.

The afternoon was spent developing chapter plans for the next period of the project. Project staff met with the chapter representatives to facilitate discussion and offer suggestions. The OAs reported these plans to the entire group on Sunday morning. After a wrap-up, the session ended with lunch.

APPENDIX B

CASE STUDIES

INTRODUCTION

Part of effectively replicating the Project Opportunity model in other settings involves assessing the dynamics of its operations in those places in which it has been implemented. What makes the project "tick" in each chapter? What do OAs and others involved see as the essential elements of successfully implementing the model? Telling the story of the demonstration projects is an important part of disseminating the concept and making it work in other places, which is the ultimate goal of the project.

In 1980, two CLUW chapters, Seattle and Cleveland, were chosen for in-depth analysis of their efforts to implement the project. The purpose of the analysis, based on on-site interviews and review of relevant documents, is to assess which facets of project development and implementation have worked most successfully in each setting and to identify barriers to success. Such an assessment provides valuable learnings for those in other settings who wish to establish an opportunities program, despite the particularities of a given environment. At the time of the interviews, the program had been in full swing only for several months, an obvious limitation on the ability to examine long-term development. Nevertheless, the start-up process itself yields valuable data on ways to begin a program, some of which may be crucial to its future success. The case studies discuss the dynamics of Project Opportunity at two CLUW chapters: the reports outline the origin and development of the project, including the training of OAs and the needs assessment survey administered to local CLUW members. Next, the resource center is discussed, as well as publicity and outreach efforts and the project's relationship to CLUW chapter activities and structure. Finally, the project's impacts and success are assessed and perspectives on the future are offered.

SEATTLE

> Project Opportuntiy should be called the CLUW Resource Center.
> People see it as a service of CLUW, not as a separate program.
> -- Officer of Puget Sound (Seattle area) CLUW Chapter
> Project Opportunity is CLUW, and vice versa!
> -- Puget Sound CLUW Chapter member

The above comments* reflect what is a central thread running through the Project Opportunity experience in Seattle. The Puget Sound Chapter of the Coalition of Labor Union Women (CLUW) views the project's aim of promoting women's advancement as strongly tied to the overall goals of women in the labor movement.

Background

The Puget Sound CLUW Chapter has approximately fifty members, with its active members reportedly numbering about fifteen. The chapter meets once a month as does its Executive Board. One of the Project Opportunity OAs was formerly president of the chapter and was also an original co-founder of national CLUW in 1974.

According to accounts of those interviewed for this report, the Puget Sound Chapter of CLUW was in a lull period prior to Project Opportunity. The level of activity was lower than it had been initially, and the chapter was, as one member put it, "in need of a spark. We, as an organization, were purposeless at the time." Thus, involvement in Project Opportunity offered the chapter a new focus and a new way to revitalize membership interest.

Nevertheless, the chapter reportedly did not grasp the significance and potential of the project when it was first publicized by national CLUW. The national office solicited applications from chapters through a mailing and through mention at a meeting of its National Executive Board. Puget Sound CLUW did not immediately apply; however, shortly before the deadline for applications one member (who subsequently became an OA) read about it in the minutes of the board meeting and felt that it was very important for the chapter to apply. She and another member wrote the application and presented it to the membership two days later at a meeting of the chapter, at which time it received the members' endorsement. Major goals for the project, as expressed in the application, included improved education of the membership, assessment of women's occupational and educational needs, development of members' talent, improved communication of local resources, and better ties with national CLUW.

Once Puget Sound CLUW was selected for Project Opportunity, the majority of members voted to select Opportunities Advisors by election rather than appointment. Four people applied to be OAs; members voted by mail and the two receiving the most votes became OAs. The other two applicants became alternates. (One alternate subsequently withdrew from the position due to conflicting personal commitments.)

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*In certain instances throughout this report, quotations are used which represent paraphrases of individuals' statements rather than their exact words. This is done in the interest of clarity of communication, and in no case were meanings of statements intentionally altered.

Reportedly, the OAs were already well-known by the membership as "respected activists." According to one OA, she knew the project was important in terms of its goals but had little appreciation of what the day-to-day tasks and responsibilities would be. The key parties involved in implementing the project consisted of a very small group of people -- the OAs, alternates, and three to four other chapter members.

The Needs Survey and Training

The needs survey was designed to assess the needs of CLUW members related to their jobs, union and CLUW participation, and future aspirations in order that programs could be developed to meet those needs. In addition to administering the survey to members at the December State CLUW meeting, OAs mailed the survey to other members in January.

Of the fifty surveys distributed, thirty-three were returned (a response of sixty-six percent). It was found that most chapter members are fairly young and new at their jobs and to CLUW. Services not offered by CLUW which respondents requested included: more organization of women, public relations for unions, educational programs, and career counseling.

Project participants interviewed for this report expressed uniformly positive reactions to the survey. As one interviewee said:

> This survey was unusually thoughtful, complete, and well-worded, with very little tester bias. It really asked the right questions. Usually I don't like surveys. It was obvious that whoever designed it knew what they were doing.

Another stated that it was through taking the survey that she got active in CLUW and the project. Although she recently joined CLUW, she is already involved in staffing the resource center.

Reportedly the survey generated much discussion, and there was significant interest in seeing the results. According to the OAs and the chapter vice president the survey was valuable in assessing the nature of the members and their needs. It enabled them to plan programs based on those needs and to prioritize the materials obtained for the resource center. The OAs also said that the first training session helped them administer the survey.

Several interviewees commented that the OAs returned from the training sessions full of ideas and enthusiasm. The OAs themselves commented on the particular usefulness of the training dealing with time management and problem-solving techniques. However, both the OAs and one active project participant expressed concern that, upon their return, the OAs were too "exhausted and saturated" to adequately convey to the membership what they had learned. It was suggested that this problem would have been minimized had the alternates also attended the session.

The Resource Center

In Seattle's Project Opportunity, the resource center has emerged as both the project's central base and, to some extent, as a new focus of CLUW activity.

The resource center was not always the heart of project activity, as it took approximately three months of searching before a location for the center was secured. Space which the chapter thought would be available when it applied to participate in the project cound not be used. After the first training session, the OAs began collecting resource materials for the center project from colleges and universities, women's groups, community center, and individual chapter members. The materials were stored at the home of one of the OAs. Concurrent with the resource collection, OAs investigated the possibilities of housing the resource center at union locations within the Labor Temple (a building in which numerous unions are headquartered) as well as the YWCA. While the latter location would have been possible, a location proximate to area union offices was considered significantly more desirable. The location of the resource center in the Labor Temple was cited by several interviewees as important to the project's ability to achieve visibility and links with unions.

In February, FIEA (which is a financial employees' union housed in the Labor Temple) agreed to rent a portion of its office (a very small room adjacent to its main office room) to Project Opportunity for $75 per month. The room includes a desk, phone, bookcase, and a storage cabinet shared with FIEA. CLUW pays the rent; the chapter also paid the first outlay for the phone ($120), but telephone expenses have since been paid by the alternate (out of her own funds). The project has access to larger rooms within the Labor Temple for meetings.*

The process of filing and cataloguing all the resource center materials has taken several months and is still underway. The plentiful collection of resource materials in the center covers a wide range of areas and comes from a variety of sources. For example, the Women's Committee of the Washington State AFL-CIO had a library of materials related to women and unions, including articles covering safety and health, union contracts, insurance and specific unions. The library was not used much, and thus one of the OAs (herself active in the Women's Committee) worked out an agreement whereby the materials would be donated to Project Opportunity, with project staffers then responsible for sorting and cataloguing the materials. Project volunteers also made contributions from their own bookshelves.

Basically, what the center offers now are resources specifically related to working women and unionism as well as general directories and information adequate to enable referrals to other people and places. Thus, it has its own unique area of expertise, distinct from that of the many area women's centers, at the same time that linkages are built with those centers. The projects' resource center includes materials in the following areas of specific concern to working women: child care, sexual harrassment, organizing unorganized, comparable worth, collective bargaining, parliamentary procedure, affirmative action, and grievance procedure. Reportedly, this conscious concentration on women and unionism has lead to a number of referrals to the center from other women's organizations as well as inquiries from local union representatives. For example, the head of a counseling center for women entering non-traditional jobs uses the center when she needs to make a speech or to collect statistics for a grant proposal. Several (male) business agents have expressed interest in using the center's materials in dealing with grievance problems related to female union members. Men have called about comparable worth issues and also to notify the office about non-traditional jobs available for women. In general, calls for information often relate to organizing women, CLUW, child care, non-traditional jobs, sexual harrassment, and comparable worth. This listing suggested that those who use the center do identify it as a resource specifically equipped to deal with issues of working women.

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*Since the case study was conducted, the project has moved to a room of its own in the Labor Temple for which it also pays $75 a month rent.

Currently, the resource center is open on Monday, Tuesday, and Thursday nights from 5:30 to 8:00. One of the OAs staffs the center each Monday night and the alternate staffs it on Tuesday. Thursday the center is staffed by either the other OA or one of two chapter members who have also been active in the project. Finding other people to staff the office has been a major problem for, as interviewees repeatedly stressed, it is the same small group of active women who volunteer for everything, and the problem of enlisting broader support has not been solved.

The numbers of callers to the center are still low (with the averages estimated by staffers ranging from several callers a week to several callers a night), but there is a fear of too much publicity at this stage, which would create a demand which could not be met. As one OA said, "Publicity must match our ability to perform the service." If and when a permanent, well-equipped location is found and staffing and funding problems are adequately addressed, then the center could advertise more, including, possibly, through newspaper ads.

As it stands now, the OAs and other project participants have not pushed the advisement component of the project as much as the resource and referral aspects. Though advisement and follow-up are sometimes done, center staffers basically respond to calls by either mailing requested information or making a referral to the appropriate source of help or information. (Contact cards are kept on each call.) This will probably remain the case at least until such time as there is adequate staff support to fully research and respond to each inquiry. A nearly unanimous sentiment among interviewees was that hiring a paid staff person, were it to be feasible, would be extremely beneficial. This would allow for more complete cataloguing, filing, and researching, as well as more extensive publicity and greater advisement and referral capabilities.

Outreach, Publicity, and Linkages

Any attempt to account for the success of Project Opportunity must examine the linkages built between the project and the constituents it attempts to serve, as well as the organizations and institutions to which its aims are so closely bound. Thus, in the case of Seattle, it is important to look at the strong outreach efforts made toward local unions, women's organizations, other community groups, and CLUW membership.

From the earliest months of the project, contact was made with area unions and the state AFL-CIO, both to publicize Project Opportunity and its goals and to solicit financial and in-kind contributions. These efforts often met with success, a fact which is particularly important in light of the Seattle project's emphasis on women's advancement within the labor movement. Almost unanimously, interviewees mentioned the crucial importance of developing and strengthing linkages with labor.

Solicitation letters (with follow-up letters and phone calls) were mailed to local unions introducing the project and requesting support. These letters led to both financial contributions (so far ranging between $25 and $75 for each of eight unions) and in-kind contributions. The International Association of Machinists has provided staff time and support for the typing, printing, and mailing of the project newsletter, Focus In, (200 mailed per issue) as well as publicizing the project within the union. Also, links have been established with HRDI, which has expressed interest in supervising a CETA employee to work part-time in the resource center. Several interviewees mentioned the importance of personal contact as a means of publicizing and gaining support for the project. It could often be effectively used in conjunction with other methods such as mailings.

The State AFL-CIO has supported the project in several very significant ways, including publicizing it to the State Labor Council (SLC) Executive Board, and mentioning it in the SLC newsletter, thereby giving it increased visibility and credibility. As mentioned, the SLC Women's Committee donated its library to the resource center and the SLC financed the big project mailings to unions. It also helped locate space for the resource center in the Labor Temple. A number of interviewees mentioned the importance of the SLC's support in the project gaining a foothold in the community. The project was benefited both in terms of technical assistance as well as the symbolic significance of labor leadership endorsement.

An officer of the CLUW chapter explained how stronger ties would be developed between the project and local unions, to all parties' benefit, if and when the unions perceived the goals of the project to be in their own best interest. First, CLUW members could go back to their unions and explain how CLUW can help unions who wish to organize the unorganized (one of CLUW's major goals) or who wish to activate their women members. This is especially effective when CLUW members are already officers of their locals. Unions would then be more likely to support the project. Second, if unions encouraged their members to use the tangible service provided by Project Opportunity, members would see that their union cares about them, and thus they would probably become more active unionists. Thus, the rank-and-file would be activated and union support of the project would be strengthened.

Further evidence of the mutually beneficial links which can be developed is found in the example of the project and women's groups. From the beginning of Project Opportunity, the OAs contacted local women's and community groups and educational institutions to publicize the project and to collect resources for the center. Two-way relationships often developed -- the project would gain visibility and materials, and the groups and institutions would later seek information, support, or assistance from the center.

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This type of interaction is well illustrated through the example of the innovative Women's Programs based at South Seattle Community College. The Non-traditional Career Counseling Center and Women's Employment Network assist women in preparing for and obtaining non-traditional jobs. The latter only deals with CETA-eligible women and provides direct links to employers; both programs include orientation workshops, counseling, and training.

For both groups, there are clear advantages to the links made with Project Opportunity. The director of the Non-traditional Career Counseling Center began networking with the project by attending the resource center's open house. Since then, she has both used the resource center for information and has sent the center materials from her organization. She also receives Focus In. Plans are underway for CLUW and the Non-traditional Career Counseling Center to co-sponsor workshops. Already, the alternate OA spoke about Project Opportunity and CLUW at one of the Counseling Center's workshops.

The Women's Employment Network explained how CLUW ties into the needs of the women it helps.

> We deal with women who want to work and who need support for their non-traditional career choice. CLUW, which deals with women who are working, provides excellent role models for our women of females already in non-traditional employment. It offers a network of support for these women once they're on the job.

Such a liaison helps CLUW to gain new members. As Project Opportunity has developed, the Network has publicized CLUW and its services to Network trainees, thereby benefiting CLUW. The link between the two organizations will probably grow in the near future, because one of the OAs, herself in a non-traditional job, spoke to Network trainees recently and may continue to do so periodically.

Examples of other groups with which the project has made connections include CETA, the Economic Development Council, Shoreline Community College Labor Studies Program, Seattle Working Women, the University of Washington Women's Information Center, Puget Sound NOW, the Pacific Northwest Labor College, other area universities and colleges (including adult continuing education schools), life/career planning centers, YWCA resource centers, and educational brokering agencies.

Is awareness of Project Opportunity high? The general consensus among those interviewed is that currently it is not; however, the types of outreach efforts just described are building and will continue to build the visibility of the project throughout the Seattle community. And, as project staffing and funding are firmed up, there will be even greater project publicity. Thus, it seems reasonable to anticipate steadily growing awareness of Project Opportunity on the part of the local labor, women's, and education community.

The local CLUW membership is kept well informed of the project and its activities. In addition to the original discussion of the project with members and the administration of the Needs Assessment survey, members are informed of the project regularly through the newsletter and through mention at chapter membership meetings (and, less frequently, through workshops for members, such as the very successful Values Clarification session, sponsored by the OAs). The newsletter reaches a wider audience, as membership meetings are often attended by less than half the members.

Project Opportunity and CLUW

One of the readily apparent aspects of Project Opportunity in Seattle is its relationship to the chapter as a whole. Rather than CLUW simply serving as the "parent" organization to the project, the two are so closely interwoven as to be at times almost indistinguishable, and attempts are being made to integrate them even further.

The overwhelming sentiment among interviewees is that Project Opportunity should be closely identified with CLUW. Project participants stated repeatedly that the existence of the project has had very beneficial effects on the chapter. The project, which provides a direct and tangible service, has helped recruit new members, activated inactive members, and generally revitalized the Chapter by giving it an added focus and "spark". As one participant explained, "My initial hopes were born out. The fact that CLUW is providing this service has given the organization more visibility and viability."

In some cases, women use the service and, through that, join and/or become active in CLUW. Sometimes inactive CLUW members start to invest more in CLUW after involving themselves in the work of Project Opportunity. It offers a new way for members to get involved in the work of the organization. The net result is positive for both CLUW and the project. An OA explained that "Project Opportunity will eventually increase CLUW's success in recruitment, because we'll have something concrete to offer members." And one of the advocates for women seeking non-traditional jobs said that such offerings of concrete services will be absolutely necessary if CLUW is to broaden its base among working women. "We deal with women in the shops. They are tired and overworked, and they won't commit themselves to CLUW, no matter how praise-worthy its overall goals, unless it also has something direct and concrete to offer them."

One person involved in Project Opportunity described it as "a separate entity within CLUW, but one which completely embodies its goals." As such, active attempts are being made to strengthen the project's permanent place in the chapter structure. First of all, there is definite talk of changing the name to either "CLUW's Project Opportunity" or something like the "CLUW Resource and Referral Center," with the latter title more likely. Informally, the name change has already begun. Virtually all interviewees feel the name change is a good idea, as it identifies the project more clearly as a service of CLUW. Also, one interviewee described "Project Opportunity" as too vague a title. Second, the newsletter is described as an effective way to increase the identification of the project with CLUW. Third, CLUW-related calls recently have been directed to the resource center. Formerly they were handled at the IAM, the chapter President's union.

Initially the calls were transferred due to the President's illness; but, especially if the resource center's capabilities are expanded, it could be that this new arrangement will continue. Finally, efforts are underway to change the Ad Hoc Project Opportunity Committee to a Standing Committee of CLUW. This issue is currently being discussed by the Chapter's Steering Committee, which will then make a recommendation to the membership. Further, the OAs have no voting power on the Steering Committee, but this could also change with time. There certainly appears to be widespread support for finding ways to integrate the project more fully as an ongoing, official CLUW activity.

Impacts and Outcomes of the Project

In some ways the project is just getting off the ground and hasn't yet had a chance to realize its full potential. Nevertheless, there are already important positive impacts it has had on the individuals and organizations involved. It has also been in existence long enough to delineate the major obstacles it must overcome. Interviews yielded a clear sense of both the project's successes and pitfalls.

The project appears to have had positive effects on most of the individuals involved in making it work. Several spoke of the gratification they got from helping others, as well as increased self-confidence, knowledge, and leadership ability. One OA spoke of the sense of accomplishment and satisfaction she derived from taking the project from "nothing to something," while the other commented on how much she'd learned about delegating responsibilities and learning to motivate other people. Another person very involved in developing the project said that,

> My participation in the project has made me feel much more informed, responsible, and knowledgeable; and I want to be able to impart this to other women. I'm very proud of the chapter's support of this program, and I have much respect for myself and the several others who were its prime movers.

Interviewees regarded the work of the project as having a very important effect on the union women they serve. By informing and educating women about opportunities available to them, the project increases these women's potential for growth, career advancement, and activism and leadership within their unions. It also offers role models of women leaders. These were viewed as very important long-term effects of the project -- individual women's growth and skills development leading to a steady increase in the advancement and power of all women within their unions, in their professions, and in society at large.

Closely related to this is the positive effect of the project on CLUW, discussed in the previous section. As the project benefits CLUW and the organization recruits more (and more active) members, so too does CLUW come to have more visibility and clout within the local labor movement. This, in turn, is of help to the overall goal of organizing unorganized women workers and advancing the lot of working women.

The project has also succeeded in building links between union and non-union women within the community. Before the project, the Seattle area had no centralized center of information relevant to union women. Several interviewees mentioned the important women's networking role which Project Opportunity played. One stated that "the project's most valuable purpose is to make contacts." Another said it had helped close the gap between traditional and non-traditional jobs.

Despite the project's significant successes, there were some major problems to contend with, problems which continue to exert their influence. They are funding, staffing, and time, and they were identified by nearly everyone questioned on the subject as the major areas of concern. There are obvious interconnections between these problem areas. With limited funds, there is no way to hire the staff necessary to run the project more smoothly or completely.

And even though most felt that volunteers were very committed and were important to have involved (and one or two interviewees did not want paid staff), over and over it was stated that there was a tremendous problem with recruitment. Reportedly, the same very small group of activist women were doing all the work, spreading themselves too thin, not having enough time, and worrying about anticipated "burn out."

There was some degree of consensus that even a part-time paid staff person would go a long way toward solving the problem, though most interviewees felt that involving volunteers from the membership was still extremely important. A way has not yet been found to motivate more members to become involved.

Other problems mentioned by the OAs and the alternate were: 1) lack of understanding initially of what had to be done to implement the Project model, and 2) insufficient recognition of all the people involved in making the project run. The first problem presumably was due to the experimental nature of Project Opportunity (and it would appear that it will become less of a problem for future chapters, who will have access to a handbook and possible training by OAs). The second problem has begun to be addressed locally, through printing names in Focus In and presenting awards to those who contributed to the project.

The Future

Interviewees were asked to give their perspectives on planned or recommended next steps for Seattle's Project Opportunity, as well as their advice and recommendations for the efforts of other chapters and national CLUW (in implementing the project). The following is a compilation of the suggestions advanced.

Seattle's Project Opportunity should:

- Hire staff, preferably a full-time daytime staff person. Currently, the project is investigating the possibility of using a CETA placement to work in the resource center.
- Staff the center during the daytime with retirees.
- Expand the recruitment and involvement of volunteers. Have the center staffed by working women who can serve as role models.
- Train volunteers in knowledge of contract language, union structure, and community resources, as well as listening and problem-solving skills.
- Integrate Project Opportunity into CLUW officially, change the project's title to reflect this.
- Make the resource center a huge clearinghouse of information about working women.
- Offer more than just referral at the resource center.
- Every time someone uses the center, familiarize her/him with CLUW and its activities.
- Give more recognition to those active in the project; for example, through printing their names or recognition ceremonies.

- Publicize the project more -- through radio, talk shows, personal visits, and the printed word.
- Co-sponsor more workshops with women's, labor, and community groups.
- Develop ongoing relationships with local unions. Show them how the project can help them, and try to secure an ongoing commitment from them for funding and office space. Two chapter members have plans to visit each union personally, explaining the project at union meetings.
- Seek funding from several different sources; i.e., foundations, unions, and CETA; so no one group has too much control over the direction of the project.

Other chapters implementing the project should:

- Have sufficient financial resources; for example, at least $500 in the bank.
- Have a core group of about five very committed, enthusiastic, activist women to get the project started.
- Elect OAs, rather than appoint them, so as to ensure their accountability and responsibility.
- Provide for a full-time staff person, a large enough office, and ample publicity of the project.
- Make the project autonomous; with a separate phone, office space, and hours to ensure privacy.
- Plan in advance how to make the project integrated with and indispensable to unions; for example, offer training to union members on working women's issues.
- Consider ways to reward those involved in the project, such as through money, titles, certificates, letters, publicity, or recognition from national CLUW.
- Develop with other chapters a regional training network. Current OAs should get time off with pay (as well as several months' lead time) in order to train others in their region. Each chapter should send to the training OAs, alternates, and several others, because the more people who are trained, the less likely that the full (unmanageable) burden will fall on a few. OAs should train new chapters in listening, problem-solving, values assessment, time management, enlisting the support of labor councils. Also, national CLUW should pay a staff person to train and assist chapters in implementing Project Opportunity.

This compilation of suggestions address the most important hurdles which have been faced by project participants as they have struggled to implant Project Opportunity in their community. Without the luxury of adequate funding, staff, time, or preexisting structure and visibility, Project Opportunity faced and has overcome very substantial difficulties in trying to build a name and a program. Implementation of some of the above suggestions will certainly further mitigate some of these pressing obstacles. Nevertheless, a committed and enthusiastic core of women in Seattle did a very inspiring job of developing and promoting a service for working women in their community -- a service tailored to their larger vision of labor union women's advancement within the ranks.

CLEVELAND

The Project Opportunity experience in Cleveland is an effective example of the community collaborative process at work. To meet the needs of Cleveland's sizeable population of female union members, the local CLUW chapter has joined forces with an area educational institution, as well as the labor community, to build an effective base from which to develop Project Opportunity. The Cleveland experience amply demonstrates the value of various community sectors working together in a collaborative way to the benefit of each.

Background

The Cleveland chapter of CLUW has nearly 80 members. There is no CLUW office; calls and mailings go to the home of the chapter president who is also one of the two project OAs.

The chapter became aware of the project when the president and others heard it announced at a CLUW National Executive Board Meeting. According to several CLUW officers interviewed for this report, Project Opportunity sounded like a "new and exciting idea because it was specifically for working union women and run by the women themselves not by outside professionals." They decided to apply; the president wrote the application, and they were then interviewed by a panel at the 1979 National CLUW Convention. According to the application, Cleveland CLUW's goals for Project Opportunity in their chapter centered on educating women in order to increase their individual and collective strength and problem-solving ability, as well as promoting membership awareness of women's job-related needs.

Reportedly, decisions about who would serve as OAs and alternates were mutually agreed upon, based on who was most involved, interested, and active. With one exception, OAs and alternates are also CLUW officers. Interviewees stated that the number of active project participants is quite small. One OA stated that attempts to mobilize more of the membership have failed, largely because members say they have conflicting commitments. Also, the national training sessions for the OAs from all ten chapters are viewed as an important way to involve people in the project, and despite local hopes that both OAs and alternates would be attending, only the OAs were sponsored. Further, one of the two OAs had to miss one of the two training sessions.

One OA commented that the training sessions were extremely helpful in preparing her for the many facets of her role -- advisor, organizer, administrator, or referral agent. "I knew I'd be doing a little bit of everything, and the training really helped facilitate that. I found the role playing sessions particularly helpful because I got to practice real life situations." She xeroxed the training materials and her notes for the alternates to review.

Both OAs felt that the "give-and-take" nature of the training sessions was very helpful, because they, as rank-and-file union women, have a perspective to offer which most of the trainers didn't have, just as the trainers had knowledge of process and technique which the OAs needed to learn. The receptiveness of the training staff to the suggestions of the OAs was viewed as very important and beneficial.

The needs assessment survey was administered to the local membership at the CLUW chapter's Christmas party. Because of the length of the questionnaire, some members took it home to finish; not all of them mailed it back. The result was that the response rate was lower than had been hoped for. Reportedly, some members were not happy with the survey because it asked "personal questions" and took too long to fill out.

The OAs commented that they were surprised that many respondents expressed a need for training, because their CLUW chapter provides training to members (through the Labor Education Research Service of Ohio State University) in such areas as parliamentary procedure, assertiveness, and communications skills. However, they suspected the responses probably indicated an interest in more training. The other need strongly identified by respondents was for child care. This did not surprise the OAs at all.

The first six months of the project centered primarily on materials collection, community contacts, and a location for the resource center. Community social service agencies, educational institutions, labor unions, and women's organizations were notified of the project, and the OAs put Project Opportunity on many relevant mailing lists in order to obtain materials for the center. Plans were made initially to establish the resource center in the headquarters of a local union, where space but not a phone was available. It was not until May of 1980 that an initial agreement was reached to set up the Project Opportunity Education Resource Center in an office of the Women's Comprehensive Program (WCP) of Cleveland State University (CSU). The center officially opened its doors in early August.

Linkage Building, Outreach, and Publicity

As mentioned, the operational life of Cleveland's Project Opportunity is still in its infancy, thus making it impossible to assess many long range outcomes. Nevertheless, the area of the project which has already demonstrated its effectiveness is the linkage building component. The fusing of the compatible needs of the project and CSU's Women's Comprehensive Program is what enabled the project to develop the base from which to get its official start.

CSU is an institution with a mandate to serve a diversified urban population, including many females, minorities, adult students, and union members. The WCP was set up to offer a range of educational and support services to "traditional" female students as well as "non-traditional" students -- older, often re-entry, women. An important part of the latter component was to be blue and pink collar women workers. However, the program had lost potential funding because, to date, it had not managed to attract a female working class clientele. The program's coordinator was actively seeking ways to recruit students from that population.

Concurrently, she invited a member of the Project Opportunity Design Group to come speak to her class on women in organized labor and to meet with the OAs and alternates. The OAs explained that they needed space with a desk and phone a few hours a week to house the resource center. Through a fortunate set of circumstances, an office became available in CSU's Urban College, and the WCP obtained the office to house their new Re-Entry Women's Program. It was decided to house the resource center there also.

WCP benefits by gaining access to the union women constituency it has sought for so long. Project Opportunity gains by having access to an office; a desk; a phone line and answering service; exposure to women in the Re-Entry Women's Program; publicity of the project through the WCP; and access to a wide range of CSU services, courses, and facilities to which center advisees can be referred. The importance of this free access to an impressive array of services could well prove to be very significant. The services include:

- Student Services -- remedial skills, counseling;
- Labor and Industrial Relations -- a year-long certificate program seeking to attract more labor union women;
- Options for Women -- weekly courses open to non-students and of particular benefit to re-entering women; and
- Continuing Education -- a program which offers courses at many locations throughout the city, including, potentially, labor unions and workplaces.

Representatives from different university services will be coming to the resource center each week to publicize what they have to offer. As the above listing makes clear, access to these services will afford the project many opportunities to get working women learning and support services tailored to their special needs. Specifics of the resource center will be discussed later in this report.

In addition to the WCP, another CSU program has approached Project Opportunity because of its interest in developing labor union women clientele. The Extended Campus College, which will officially begin in 1981 and is modelled after Wayne State University's Weekend College, will offer a BA to fully employed adults. The curriculum will include social sciences and labor studies. Evening and weekend seminars will be offered in several off-campus sites.

The college seeks close ties with labor and would like one of its four "start-up" student groups to consist of union women. The head of the Extended Campus College's Faculty Planning Committee has met with the OA, who is extremely interested in involving CLUW women in the start-up group and plans to bring the idea to the Chapter's Executive Board, as well as publicizing the college to CLUW members and others who use the resource center.

Project Opportunity has also formed links with community and women's groups. For example, Cuyahoga County Library was also interested in reaching out to a blue collar constituency and was thus very receptive to the visit of an OA. It was a woman at the library who referred the OA to the Extended College. Also, Cleveland's women's center, "Womanspace", advertises Project Opportunity in its newsletter and refers women with union-related problems to the resource center. In addition, the OA has received calls recently from educational institutions and women's groups requesting that she speak about CLUW and the project.

In addition to the link developed between the project and the academic and women's community, there is another crucial linkage which is viewed by the OAs as essential to the project's future success; that is, the linkage to labor unions. As one of the OAs explained, "One of the most important potential outcomes of Project Opportunity is to educate male union members -- both leaders and rank-and-file -- about the needs of women." Both OAs stressed the necessity of top-level union leadership support, starting at the national level and filtering down to the locals, if the project is to work.

Thus a central priority of Cleveland's Project Opportunity to date has been outreach to the Central Labor Council and to individual local unions. This has happened through visits to local union leaders and the Executive-Secretary of the Cleveland AFL-CIO and announcements at local union meetings.

Union representatives interviewed for this report were unanimously supportive of the project. They stated that it provides women with a needed and valuable service and that it sould receive the wholehearted support of the labor community. An official of the Amalgamated Clothing and Textile Workers Union (ACTWU) expressed optimism about the future of Project Opportunity:

> I feel that the project is off to a great start. As it develops, I intend to publicize it to our members. The goals of CLUW and ACTWU are closely tied together because our membership is eighty percent female.

In his view, the unions most likely to actively support the project are those with a large proportion of female members. He views Project Opportunity as an important way to involve and mobilize rank-and-file women, not just women who are already in positions of leadership. While leadership support is crucial, the rank-and-file must be doing the work of the project if it is to reach the bulk of the membership.

He and the Executive-Secretary of the Cleveland AFL-CIO both attended the resource center's Open House and made formal presentations on behalf of the project. Also, the AFL-CIO has offered to send a letter in support of the project to all affiliates, as well as to publicize it through articles submitted to the federation's bulletin.

According to the reports of several local CLUW representatives, rank-and-file men tend to feel somewhat threatened by Project Opportunity, because they see it as a women's program which excludes them completely. In response to this, one of the OAs has stressed at union meetings that while the project focuses on union women, no one is excluded from its services -- male or female, union or non-union. She has encouraged men in her local to get their wives to use the resource center. Reportedly, the men are gradually becoming more responsive to the project and its aims.

Though Project Opportunity is in an early stage, it has already enjoyed substantial publicity. The resource center's Open House, which attracted over twenty labor and CSU representatives, was covered by NBC and appeared on the evening news. (Over thirty press releases were sent out.) The CSU newspaper did a story on it. Also, one OA and the coordinator of the university's Women's Comprehensive Program were interviewed on a CSU radio talk show. The OA was interviewed by phone for another radio show and has spoken with a reporter from the Cleveland Plain Dealer.

What is the effect of this publicity? According to the OAs, right after the project is publicized, they receive many calls for information. Then the calls subside until the next time there is advertising. As one OA said, "We will need continuous advertising for a while, before the project will be solidly known in the community."

As mentioned, Project Opportunity will receive much publicity through its association with the Women's Comprehensive Program. WCP newsletters, bulletins, workshops, and conferences will all involve the project, thus increasing its exposure to the university, women's and labor communities (WCP will mail materials to local unions). For example, the WCP and CSU are sponsoring a weekend workshop on women's options for the eighties. It will include a presentation by Project Opportunity as well as a CLUW-sponsored construction of the "Working Women's Platform" -- built by local women carpenters.

Overall, it appears that the project is well on its way to building a base of awareness and support within the Cleveland community.

Resource Center

The project got its official start with the opening of the Educational Resource Center. The center is housed at Cleveland State University in a sizeable street-front office on Cleveland's main avenue, about midway between the downtown area and the Cleveland AFL-CIO. A colorful CLUW poster makes the center highly visible to passers-by.

Currently, Project Opportunity has the entire office, but soon the Re-Entry Program will be sharing it. Not only does the project have a desk, bookshelves, and a phone line, but the univeristy takes messages for the project during the day. The project does not pay for the use of these facilities.

Resources in the center (collected in the early months of the project by mail and in person) are arranged clearly and colorfully in decorated shoeboxes on bookshelves. Each (labelled) shoebox contains a different category of information. The categories include: apprenticeship training/HRDI, child care, CLUW, community services, consumer information, criminal justice, drug substance (alcohol and drugs), education, employment, ERA/sexual equality, family violence, handicapped, health issues (abortion, cancer, pregnancy disability) social services, juvenile justice and alternatives, labor statistics, legislative, national commission on working women, organizing/labor laws/small business, OSHA, recreation and travel, senior citizens, unions and women's organizations.

The center is open every Thursday evening from 6:00 to 9:00 and is staffed by at least two people (from the group of OAs and alternates) on an informal rotating basis. Some nights there are no calls; other nights the phone is busy.

Interviewees view positively the location of the resource center in the University. One commented the CSU is a more "neutral", less problematic location than would be a workplace or union hall. Also, the Cleveland AFL-CIO bulding did not have available space and is not open at night. Thus, most project participants feel that the resource center's location, with its visibility and access to the University, is ideal.

The OAs and CLUW officers view the resource center as a unique service tailored to and run by union women. As one officer stated, "The center gives CLUW women a chance to grow, to help each other, to develop leadership skills and move up. The project is a broader and more formalized version of what we as CLUW sisters have been doing for each other anyway."

Along these lines, it is a particular feature of the Cleveland project that the resource center will focus on advisement along with referral. Many women who call, whether in crisis or simply wanting educational information or advice, may be invited to come down to the center. An alternate reported that "our first call was from a woman who was single, pregnant, and had lost her job. If someone is in crisis, an answering service can be a real turn-off, so we try to advise face-to-face when we can." Also, face-to-face advisement allows for the phone line to be kept free for other callers. Referrals too are made, in a number of cases to the CSU counseling facilities.

What are the interests and needs of those who use the center? Interviewees outlined current or anticipated areas, including: job upgrading and retraining, participation in union activities and leadership-building, educational opportunities, sexual harassment, union contract clauses and working women's history.

There appears to be a mix of opinion regarding whether the center should advertise itself as strictly a union women's service or whether it should promote broader based appeal. It is conceivable that its strong identification with the University Women's Program may make attempts difficult to enlist the support or involvement of the local male rank-and-file. Nevertheless, it is too early to tell; and most probably, future experience will serve as the best determinant of how Cleveland's Project Opportunity focuses and promotes its services.

Project Opportunity and CLUW

OAs and CLUW officers were unanimous in their feeling that Project Opportunity will help CLUW. Further, they feel the project should be specifically advertised as a service of CLUW.

An OA explained that "CLUW has finally arrived in Cleveland. Project Opportunity will give the chapter even more credibility and visibility."

Another perceived benefit of the connection is in the area of organizing. Commented one officer, "Organizing the unorganized is one of CLUW's major goals. Project Opportunity will further this goal by networking and serving non-union women, who will then learn about CLUW and the value of joining a union."

Project Plans and Potential

Interviewees offered their perspectives on the project's concerns and potential as well as their suggestions for the future -- in Cleveland and elsewhere.

The main problem areas identified by the OAs and CLUW officers in trying to get Project Opportunity moving are money, time, visibility, and acceptance by local male unionists. As mentioned, attempts have been made to increase men's acceptance of the project. In addition to the publicity efforts discussed earlier, advertising strategies are being developed which may include listing Project Opportunity's number in the front page of the phone book, as well as writing up the project in local newspapers' women's columns. The WCP and Project Opportunity are jointly investigating funding possibilities which could lead to additional staff or program development. Also, the Women's Professional Club has expressed an interest in donating money to the resource center, which may be used for textbooks which the center needs.

CLUW chapter interviewees felt that if funding were available, ideally the resource center would have paid staff plus volunteers. They suggested that if more volunteers were involved, CLUW could train them. The more people involved, the less people would tend to "burn out". Further, volunteer participation would lead to greater involvement in the overall work of CLUW. The paid staffperson could perform secretarial, administrative, and/or program development work.

OAs and officers repeatedly stressed the importance of training. They suggested that the need to train more than two OAs was great. They felt that receiving training in person was crucial and would lead to much greater trainee investment and involvement in the project than would occur through simply reading the OAs'training session notes and materials. The OAs also responded favorably to the idea of regional Project Opportunity training sessions and agreed that they would be in a good position to teach others how to develop the project. They felt that this would be an especially feasible task now that the groundwork of the project model has been established.

Overall, Cleveland's Project Opportunity has established vital links with important sectors of the community which will be essential to the Project's work over the coming months. The inroads made have enabled the establishment of a visible and comprehensive resource center with immediate access to a wide range of services and facilities. Thus, as one interviewee expressed, "Implementation is a long process, but finally we've got a strong base from which to proceed."

APPENDIX C

RESOURCES

Project Staff

National Institute for Work and Learning (NIWL)
1211 Connecticut Avenue, N.W. - Suite 301
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Ivan Charner, Project Consultant
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Juanita R. Mello, Project Secretary
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Opportunities Advisors
by Chapter Cities-with Union

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Dora Sanders (Office & Professional)
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5702 South Justine
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South Euclid, OH 44121

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1280 Linden Street
Muskegon, MI 49445

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2072 Andrews, SE
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Gail Rosebrook (Communications
Workers of America)
708 N.W. 20th - Apt. 106
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SEATTLE, WASHINGTON (PUGET SOUND)

Anna Padia (The Newspaper Guild)
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Seattle, WA 98103

Laura Walker (Seattle Professional
Engineering Employees Association)
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*Responsibility in Michigan is
shared by two chapters.

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APPENDIX D
FORMS FOR DUPLICATION

DRAFT COVER LETTER FOR NEEDS SURVEY

Dear CLUW* Member:

This needs survey is part of a project being undertaken by our CLUW chapter. The purpose of the survey is to learn about the needs and wishes of CLUW chapter members so that services can be developed and delivered to meet these needs. The questions ask about aspects of your current job, your union and CLUW participation, and your needs and desires for the future.

If this survey is to be helpful, it is important that you answer each question as thoughtfully and frankly as possible. All your answers will be kept strictly confidential. The survey is completely voluntary. In the process of completing the survey, you may gain some useful insights into yourself. If there is any question that you would rather not answer for any reason, just leave it blank.

Others have found this survey very useful and have said that this questionnaire is very interesting. Be sure to read the instructions before you begin to answer. Thank you very much for being an important part of this project.

Sincerely,

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* The name of the appropriate group or organization should be substituted for CLUW.

PROJECT OPPORTUNITY

NEEDS ASSESSMENT QUESTIONNAIRE

INSTRUCTIONS

1. This is not a test, so there are no right or wrong answers.
2. Most questions need only a check mark (✓) to answer.
3. Carefully read each question before you answer. It is important that you follow the directions for responding, which are:
    - (Mark one) or
    - (Mark one box for each item)
4. If you don't always find an answer that fits exactly, use the one that comes closest. If any question does not apply to you, or you are not sure what it means, just leave it blank.

Project Opportunity

Needs Survey

1. What is your current job category? (Please mark the box that most closely describes your job.)

   ☐ Administrator or Manager (For example: Supervisor, Union Officer, Buyer)
   ☐ Clerical (For example: Secretary, Office Machine Operator, Mail Clerk).
   ☐ Crafts (For example: Mechanic, Carpenter, Electrician)
   ☐ Operator or Laborer (For example: Dressmaker, Truck Driver, Truck Loader)
   ☐ Professional (For example: Teacher, Nurse, Librarian)
   ☐ Service (For example: Waitress, Nurses Aide, Housekeeper)
   ☐ Sales (For example: Retail Clerk, Insurance Salesperson)
   ☐ Technical (For example: Draftsperson, Lab Assistant)
   ☐ Union Representative or Agent
   ☐ Other

2. How long have you been employed in your current job category? (Mark one)

   Less than 1 year ☐
   1-4 years ☐
   5-9 years ☐
   10-14 years ☐
   15-19 years ☐
   20 or more years ☐

3. What type of employer do you work for? (Please mark the box that most closely describes your employer.)

☐ Communications (For example: Telephone, Radio, Television)
☐ Construction
☐ Finance, Insurance, Real Estate
☐ Government (Federal, State, Local, Military, Postal Service)
☐ Manufacturing (For example: Machinery, Steel, Clothing,)
☐ Mining
☐ Retail Trade (For example: Clothing, Food Stores, Eating Places)
☐ Business and Repair Services (For example: Advertising, Automobile Repair)
☐ Personal Services (For example: Laundry, Dress-Making)
☐ Professional (For example: Education, Medical, Legal)
☐ Union
☐ Transportation (For example: Trucking, Taxi, Railroad)
☐ Utilities (For example: Electric, Gas, Water)
☐ Wholesale Trade (For example: Clothing, Food, Hardware)
☐ Other

4. What shift do you usually work? (Mark one)

Day	☐
Evening	☐
Night	☐
Split	☐
Rotating	☐

5. On the average, how many hours per **week** do you work on this job? (Mark one)

1-29 ☐
30-39 ☐
40-49 ☐
50 or more ☐

6. What is your pay category? (Mark one)

Hourly ☐
Salaried, but paid for overtime ☐
Salaried, not paid for overtime ☐

7. What was your own individual income before taxes last year? (Mark one)

Less than $10,000 ☐
$10,000 - $14,999 ☐
$15,000 - $19,999 ☐
$20,000 - $24,999 ☐
$25,000 - $29,999 ☐
$30,000 - or more ☐

8. What is your sex? (Mark one)

Female ☐
Male ☐

9. How old are you? (Mark one)

Less than 25 ☐

25-34 ☐

35-44 ☐

45-54 ☐

55-64 ☐

65 or more ☐

10. How do your describe yourself? (Mark one)

American Indian or Native American ☐

Black or Afro-American ☐

Mexican American or Chicana ☐

Oriental or Asian American ☐

Puerto Rican or other Latin American ☐

White or Causasian ☐

Other ☐

11. What is your current marital status? (Mark one)

Single ☐

Married ☐

Married (separated) ☐

Widowed ☐

Divorced ☐

12. How many dependent children live with you? (Mark one)

None ☐
One ☐
Two ☐
Three or more ☐

13. Do your personally need child care arrangements in order to work? (Mark one)

Yes ☐ No ☐

14. What is the highest level of education you have attained? (Mark one)

Some high school or less ☐
High school diploma or GED ☐
Some college, but no associate or bachelor's degree ☐
Associate degree ☐
Bachelor's degree ☐
Higher than a bachelor's degree ☐

15. In what year did you attain your highest level of education? (Mark one)

Before 1955 ☐
1955-1964 ☐
1965-1969 ☐
1970-1974 ☐
After 1974 ☐

16. Have you participated in any education or training program in the past two years? (Mark one)

☐ Yes
☐ No (Go to question 19)

17. What kind of program was it? (Mark one)

☐ Labor education or union related (non-degree)
☐ Basic education (reading, writing, etc.)
☐ Job skills
☐ High school degree or GED
☐ College degree (AA, BA, MA, etc.)
☐ General (non-credit, self-improvement, etc.)

18. Who sponsored the program? (Mark one)

☐ 4 year college or university
☐ Community college
☐ University or college labor education
☐ Vocational, technical or business school
☐ Union
☐ Company
☐ High school
☐ Community organization (church, library, "Y")
☐ Counseling service.

19. Would you like any of the following types of job changes? (Please mark one box for each item A-D.)

	Yes	No
A. Within your company	☐	☐
B. Outside of your company	☐	☐
C. To a management position	☐	☐
D. To position outside the bargaining unit	☐	☐

20. Do you anticipate a job change in the next year? (Mark one)

Yes ☐ No ☐

21. Have you recently applied for or bid on a different job? (Mark one)

Yes, successful ☐

Yes, unsuccessful ☐

Yes, pending ☐

No ☐

22. Do you think you will need additional training or schooling before you can advance to a higher-paying job? (Mark one)

Yes ☐

No ☐

Don't know ☐

23. Do you think your current job uses your skills and abilities? (Mark one)

Yes, almost all of my skills ☐

Yes, some of my skills ☐

No, almost none of my skills ☐

24. How satisfied are you with your current job? (Mark one)

Very satisfied	☐
Mostly satisfied	☐
Mixed feelings	☐
Mostly dissatisfied	☐
Very dissatisfied	☐

25. How do you feel about the following aspects of your job? (Please mark one box for each item A-I.)

	Like Very Much	Like Fairly Well	Dislike Somewhat	Dislike Very Much
A. Salary or wages I receive	☐	☐	☐	☐
B. Hours I work	☐	☐	☐	☐
C. Working conditions	☐	☐	☐	☐
D. Treatment by boss	☐	☐	☐	☐
E. Chances to advance on the job	☐	☐	☐	☐
F. Relations with co-workers	☐	☐	☐	☐
G. Health benefits	☐	☐	☐	☐
H. The work itself	☐	☐	☐	☐
I. Pension/retirement provisions	☐	☐	☐	☐

26. Would any of the following prevent you from changing jobs? (Please mark one box for each item A-M.)

	Yes	No
A. I lack self-confidence	☐	☐
B. I lack job experience	☐	☐
C. I lack adequate transportation	☐	☐
D. I fear discrimination because of my sex.	☐	☐
E. I fear discrimination because of my race.	☐	☐
F. I fear discrimination because of age.	☐	☐
G. Some of my benefits will be lost.	☐	☐
H. My pension will be lost or reduced.	☐	☐
I. My pay will be reduced.	☐	☐
J. I have no chance to train for a better job.	☐	☐
K. I have no time to get further education.	☐	☐
L. I will lose my union affiliation.	☐	☐
M. I will lose my seniority.	☐	☐

27. Would you be interested in learning about other job opportunities available to you? (Please mark one box for each item A-C.)

	Yes, very interested	Yes, somewhat interested	No, not interested
A. Within your company	☐	☐	☐
B. Outside of your company	☐	☐	☐
C. Management positions	☐	☐	☐

28. Would you be interested in learning about education or training opportunities available to you? (Mark one).

Yes, very interested ☐

Yes, somewhat interested ☐

No, not interested ☐

29. If individuals were available to talk with you about your educational or job plans, would you go talk with them? (Mark one)

Yes, definitely ☐

Yes, probably ☐

No ☐

30. What type of education or training do you think you need? (Please mark one box for each item A-D).

	Yes	No
A. Basic skills (reading, writing, arithmetic)	☐	☐
B. Job related	☐	☐
C. Union related	☐	☐
D. General (self development, high school or college.)	☐	☐

31. Do you intend to continue your education or training in the next two years? (Mark one)

Yes, definitely ☐
Yes, probably ☐
No ☐

32. How often do you attend general union membership meetings? (Mark one)

Regularly (almost always) ☐
Often ☐
Sometimes ☐
Rarely ☐
Never ☐

33. Have you been or are you now any of the following in your union local? (Please mark one box for each item A-C.)

	Yes	No
A. Officer	☐	☐
B. Committee member	☐	☐
C. Steward	☐	☐

34. How often do you attend local CLUW Chapter meetings? (Mark one)

Regularly (almost always) ☐
Often ☐
Sometimes ☐
Rarely ☐
Never ☐

35. Have you been or are you now an officer or committee member of your local CLUW Chapter? (Mark one)

Yes ☐
No ☐

36. What would you like CLUW to provide to you? (Please mark one box for each item A-O.)

		Yes	No
A.	Educational programs for self	☐	☐
B.	Educational programs for family	☐	☐
C.	Leisure and social activities	☐	☐
D.	Opportunities to develop self-confidence	☐	☐
E.	Leadership skills	☐	☐
F.	Friends and acquaintances	☐	☐
G.	Travel	☐	☐
H.	Community knowledge	☐	☐
I.	Understanding political system	☐	☐
J.	Political activity	☐	☐
K.	Support from other union women	☐	☐
L.	Greater understanding of women's rights	☐	☐
M.	Knowledge of how other unions operate	☐	☐
N.	Child care services or information	☐	☐
O.	Opportunities for public speaking and chairing meetings	☐	☐

RECORD OF INDIVIDUAL ADVISEMENT*

ORGANIZATION MEMBER Yes _____ No _____ DATE: __________________

NAME: ADVISOR: ______________________________

ADDRESS:

PHONE: Day ______________ Night ______________

UNION NAME: LOCAL NUMBER:

HOW DID YOU HEAR ABOUT THIS PROGRAM?

GENERAL BACKGROUND: EMPLOYER/TITLE/DUTIES

EDUCATION (Past/Current)

UNION/VOLUNTEER/COMMUNITY ACTIVITIES

REASON(S) FOR CONTACT:

ISSUES RAISED OR INFORMATION REQUESTED:

NEXT STEPS:

FOLLOW-UP: __________________
Date

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RESOURCE AND OUTREACH CONTACT RECORD*

OA ______________________________

1. DATE __________________ ADVISOR ______________________________

2. TYPE OF ACTIVITY
   - ___ Needs Assessment
   - ___ Resource Development
   - ___ Program Publicity
   - ___ Information and Advice
   - ___ Other (specify)

3. WHERE - HOW
   - ___ Organization Meeting
   - ___ Other Meeting (specify)
   - ___ Telephone
   - ___ Other (specify)

4. WHO

   a. Resource Contacts (union, college, library, etc.)

   Organization ____

   Person ____

   b. Number of persons _______________

5. WHO INITIATED THE MEETING? ___ OA ___ Other

6. AREAS COVERED:

7. ACTIVITIES SUGGESTED OR PLANNED:

8. ACTIONS TAKEN: PUBLICATIONS RECEIVED:

9. OTHER NOTES:

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TWENTY THINGS IN LIFE I WANT TO DO BEFORE I DIE

GOALS	A	B	C	D	E
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					

Code Key

Column A: $ if it would cost you more than $100
Column B: A if you can make it happen alone
Column C: A if you do it by yourself
O if with others
S if with special others
Column D: 5 if you could possibly do it in five years with effort and sacrifice
Column E: W if you WILL do it sometime before you die

Finally, look over your list and put an asterisk by the five things you most want to accomplish before you die.

PERSONAL QUALITIES

The adjectives listed here describe qualities which are often sought and values in various working situations. These may help you to define and explain the strengths you possess. Ponder honestly and circle those you feel apply to you. (Make a copy first so you can give this list to others, asking for their perceptions of you and your strengths.) Consider what best qualities of yours cluster together and effectively describe you.

frank
genuine
honest
industrious
just

loyal
materialistic
modest
natural
persistent
practical
realistic

rash
sensible
stable
steadfast
steady
strong
unexcitable
vigorous
academic

analytical
calculating
controlling
critical
curious
cynical
experimental
factual
farsighted
accurate
dependable
efficient
moderate
receptive

independent
intellectual
intelligent
introspective
precise

quiet
rational
unassuming
adaptable
artistic
complex
creative
expressive

emotional
flexible
idealistic
imaginative
independent
individualistic
informal
ingenious

intuitive
inventive
open-minded
original
quick to act
seeks change
spontaneous
stylish
detail oriented
firm
obedient
sensitive

affectionate
broadminded
charming
cheerful
cooperative
friendly
generous
gentle

helpful
insightful
inspiring
kind
outgoing
peaceable

persuasive
pleasant
strong-minded
thrifty
tough
sincere
sociable
socially skillful
sympathetic

tactful
thoughtful
understanding
adventurous
aggressive
ambitious
versatile
discreet
formal
orderly
democratic

argues well
assertive
bold
businesslike
clever
competitive
warm
dominant

eager
energetic
reserved
scholarly
serious
humorous
ingenious

opportunistic
optimistic
outgoing
pleasure loving
resourceful
risk-taker

self-confident
shrewd
talkative
uninhibited
vigorous
witty
deliberate
organized
determined

APPENDIX F

BIBLIOGRAPHY

Every resource center should contain the following:

Dictionary -- American Heritage, Random House, or Webster's -- all available in paper back.

Directories of Local Social Service Agencies -- available from the United Way, the public library, or your local government information and referral office.

Maps with information on local public transportation services -- available from the area government transporation office of the area public transportation corporation.

Telephone Books -- for metropolitan area, including the yellow pages.

Thesaurus -- Roget or Webster -- a source for "just the right word." Once you start using one, you wonder how you ever got along without it. Available in paperback.

*Indicates basic references on each category.

EDUCATION AND TRAINING

ACADEMIC SKILLS: A HANDBOOK FOR WORKING ADULTS RETURNING TO SCHOOL, Rebecca Thatcher; New York State School of Industrial and Labor Relations, Cornell University, Ithaca, NY, 1975, 31 pp. ($0.75)

A simple aid for working women and others returning to college work. Gives basic tips on study skills, preparing for an exam, writing a short paper, and writing a research or term paper.

BECOMING: A LEADER'S GUIDE and A PARTICIPANT'S GUIDE, Nancy Voight; WEEA Publishing Center/Education Development Center, Newton, MA, 1980. ($4.25 and $3.00 respectively)

Counseling program for adults which involves self-assessment and career exploration. Complete with checklists, self-assessment instruments and activities, the program involves individuals in evaluating their interests, skills, priorities, and values.

BREAKING THE SILENCE: SEVEN COURSES IN WOMEN'S STUDIES, Feminist Studies, Goddard-Cambridge Graduate Program in Social Change; WEEA Publishing Center/Education Development Center, Newton, MA, 1979. ($7.25)

Explores the effects of sex-role stereotyping on Third World, poor, working class, and institutionalized women. The manual includes seven course descriptions; each course involves six one to two-hour sessions. In addition, a user's guide, bibliographies, and suggestions for audio-visual material and supplementary reading are provided.

THE CASE AGAINST COLLEGE, Caroline Bird; David McKay Co., NY, 1975.

A summary of what's right and wrong about the game called college.

CASH FOR COLLEGE, S. Robert Freede; Prentice Hall, Englewood Cliffs, NJ, 1975.

CLEP: GENERAL AND SUBJECT EXAMINATIONS, DESCRIPTIONS AND SAMPLE QUESTIONS; College Entrance Board, Princeton, NJ, 1980, 117 pp.

DEVELOPING SUPPORT GROUPS: A MANUAL FOR FACILITATORS AND PARTICIPANTS, Howard Kirschenbaum and Barbara Glaser; National Humanistic Education Center, 110 Spring Street, Saratoga Springs, NY, 12866. ($5.50)

Support group membership can help ease the pain and confusion of transition. This book will help facilitators set up groups where participants can share concerns, problems and achievements with their peers, thus helping them to overcome obstacles and clarify their situations.

DIRECTORY OF EDUCATIONAL AND CAREER INFORMATION SERVICES FOR ADULTS*, National Center for Educational Brokering, 1211 Connecticut Ave., N.W., Washington, D.C. 20036, 1980. ($3.00)

Lists, by state, 465 information and counseling centers providing impartial advisement, assessment and advocacy for adults making educational and career decisions.

DIRECTORY OF FINANCIAL AIDS FOR WOMEN*, Gail Ann Schlachter; RS Press, Los Angeles, 1978, 200 pp.

DON'T MISS OUT: THE AMBITIOUS STUDENT'S GUIDE TO SCHOLARSHIPS AND LOANS, Octameron Association. Box 3437, Alexandria, VA 22302, 1979. ($2.00)
Lists scholarships and tuition assistance resources by field of interest.

EDUCATIONAL EXPENSES, Internal Revenue Service, Washington, D.C. 20224. (free)

FREEDOM FOR INDIVIDUAL DEVELOPMENT: COUNSELING AND GUIDANCE, Wisconsin Department of Public Instruction; WEEA Publishing Center/Education Development Center, Newton, MA, 1979, 128 pp. ($4.25)
Helps participants identify sex-role biases relevant to career options for females and males.

GENERAL INFORMATION FOR RETURNING STUDENTS, Catalyst; Catalyst Education Opportunity Series, 14 East 60th St., New York, NY 10022.
Aimed particularly at women returning to school after a period of child-raising and homemaking. Deals with finances as well as other problem areas.

HIGH SCHOOL EQUIVALENCY DIPLOMA TESTS*, David R. Turner; Arco, NY, 1978, 544 pp.

ISSUES IN EDUCATION AND TRAINING OF WORKING WOMEN, Denise Wilder; National Institute for Work and Learning, Washington, DC, 1980.
Brings together facts concerning women workers and education, pinpointing areas in which work is urgently needed.

LABOR EDUCATION FOR WOMEN WORKERS, Barbara Mayer Wertheimer (ed.); Temple University Press, Philadelphia, 1980. ($22.50)
A practical guide to the variety of courses for women workers. The book includes recommendations for program design, teaching techniques, fund-raising, and other resources.

ON CAMPUS/OFF CAMPUS DEGREE PROGRAMS FOR PART-TIME STUDENTS, Linda W. Gordon and Judy H. Schub, (eds.); National University Extension Association, 1 Dupont Circle, #360, Washington, DC 20036. ($4.00)
An overview of degree programs for part-time students.

A WOMEN'S GUIDE TO CAREER PREPARATION, SCHOLARSHIPS, GRANT AND LOANS, Ann J. Javin; Anchor Books, NY, 1979, 355 pp.

WORKER EDUCATION AND TRAINING POLICIES PROJECT, Three publications, National Manpower Institute; Washington, DC, 1979. Kimberly Clark Corporation's Educational Opportunities Plan: A Case Study, Leslie Rosow; Polaroid Corporation's Tuition Assistance Plan: A Case Study, Kathleen Knox; Tuition-Aid Revisited: Tapping the Untapped Resource, Willard Wirtz.

WHAT COLOR IS YOUR PARACHUTE? A PRACTICAL MANUAL FOR JOB HUNTERS AND CAREER CHANGERS, R.N. Bolles; Ten Speed Press, Berkeley, CA, 1979. ($11.95)

Institute for Education and Research on Women and Work, 7 East 43rd St., New York, NY 10017 has published the following programs designed to meet the needs of working women and unions members:

BEGINNING JOURNALISM FOR UNION WOMEN, Joan Cook	$3.00
EFFECTIVE LETTER WRITING, Saundra Kelley	2.00
GRIEVANCE HANDLING, Rose Sell	2.00
HEALTH HAZARDS AND THE WHITE COLLAR WORKER, Marsha Love	3.00
MATHEMATICS OF WORK, Barbara Stern-Codor	2.00
EFFECTIVE SPEAKING, Dana Schechter	2.00
ADVANCED SPEAKING, Linda Jones	2.00
WORKING WOMEN AND MONEY, Linda Small	3.50
WORKING WOMEN AND THE LAW, Ann Hoffman and Susan MacKenzie	3.00
WORKING WOMEN: PROBLEMS AND PROSPECTS, Ruth Antoniades	2.00

For more information on all of the above courses contact: Barbara Wertheimer or Ann Nelson at 212/599-4550.

OVERCOMING MATH ANXIETY, Sheila Tobias; Norton, New York, 1978. ($10.95)
How to get over your blocks and learn the mathematics you need to use in daily life.

RE-ENTER LAUGHING, Judith A. Hanson; The Heyeck Press, 25 Patrol Court, Woodside, CA 94062, 32 pp. ($4.00)
A cartoon book on college re-entry for women.

RE-ENTRY: A HANDBOOK FOR ADULT WOMEN STUDENTS, Nancy Maes; The Program on Women, 1902 Sheridan Rd., Evanston, IL 60201, 1981. ($2.75)

SECOND WIND: A PROGRAM FOR RETURNING WOMEN STUDENTS, University of Maryland Counseling Center; WEEA Publishing Center/Education Development Center, Newton, MA, 1979. ($4.25)
Outlines a program that helps students improve their "rusty" academic skills. It also helps them find counseling to assist with child care, money, family or personal problems.

SO YOU WANT TO GO BACK TO SCHOOL: FACING THE REALITIES OF RE-ENTRY, Elinor Lenz and Marjorie Shaevitz; McGraw-Hill, NY, 1977. ($5.95)

STOPPING OUT: A GUIDE TO LEAVING COLLEGE AND GETTING BACK IN, Judi R. Kesselman; M. Evans & Co., Philadelphia, 1976. ($3.95)

THE STUDENT CONSUMER'S GUIDE, Department of Education; Basic Educational Opportunity Grants, P.O. Box 84, Washington, DC 20044, 1980.
Gives newest Federal regulations on eligibility for educational financial assistance.

AN UNTAPPED RESOURCE: NEGOTIATED TUITION-AID IN THE PRIVATE SECTOR, Ivan Charner _et al_. National Manpower Institute, Washington DC, 1978.

WHERE ARE THE WOMEN? Mimi Abramovitz; Institute for Education and Research on Women and Work, NYSSILR, Cornell University, NY, 1977.

The most in-depth study to date of male and female underutilization of tuition aid. Covers some interesting factors associated with use and non-use.

THE WHOLE PERSON BOOK: TOWARD SELF-DISCOVERY AND LIFE OPTIONS, Nebraska Commission of the Status of Women; WEEA Publishing Center/Education Development Center, Newton, MA, 1980. ($8.00)

Imaginatively designed activities enable students to look at their personal values, talents, and interests, and to consider the application of these factors in career choices. Recommended for small groups.

WOMANPOWER: A MANUAL FOR WORKSHOPS IN PERSONAL EFFECTIVENESS, L. Manis; Carroll Press, Cranston, RI, 1977. ($5.00)

Developed out of workshops held with women. Sections focus on assertiveness, improving communications, and leadership training.

Public Leadership Development for Women, Indiana University-Purdue University at Indianapolis, 419 North Blackford St., Indianapolis, IN 46202.

The 19 workshops listed below range from 1 to 2½ hours. Those with asterisks have films (about 10 minutes each).

Campaign Skills

*PLANNING THE CAMPAIGN
*BEING THE CANDIDATE
CANDIDATE SCHEDULING
ADVERTISING
FREE PUBLICITY
PUBLIC SPEAKING
*DIRECT VOTER CONTACT
PUBLIC OPINION SURVEYS
*FUND RAISING
ELECTION LAWS
WORKING WITH VOLUNTEERS
TARGETING

Leadership Skills

*PARLIAMENTARY PROCEDURE
LOBBYING

Public Policy Decision Making

*LABOR RELATIONS IN PUBLIC SECTOR
*BUDGET AND FINANCE
ENERGY
CRIMINAL JUSTICE
ENVIRONMENT

For more information contact: June Knight Shassere at 317/264-2754 or 317/283-4462.

EMPLOYMENT

BLUE COLLAR JOBS FOR WOMEN*, Muriel Lederer; Quadrangle, New York, 1979, 256 pp. ($7.95)

CAREER PLANNING: SEARCH FOR A FUTURE, and CAREER WORKBOOK -- PROJECTS TO HELP IN DEVELOPING YOUR CAREER, Gerald Cosgrave; Consulting Psychologist Press, Palo Alto, CA, 1973. ($5.50 + .60 postage)

THE CAREER SHOPPER'S GUIDE, Women's Center of Dallas; WEEA Publishing Center/ Education Development Center, Newton, MA, 1980. ($13.00)

Practical guidebook for employment and career counselors who assist women re-entering the work force, underemployed women, those seeking career changes, and women considering nontraditional career fields.

THE COMPLETE JOB SEARCH HANDBOOK*, Howard Figler; Holt, Rinehart and Winston, New York, 1979, 285 pp.

DON'T BOTHER TO COME IN ON MONDAY, Barbara Howell; St. Martin's Press, New York, 1973.

What to do after you lose your job.

EXPLORING CAREERS*, (Bulletin 2001); U.S. Department of Labor, Bureau of Labor Statistics, GPO, Washington, D.C. 1979.

GO FOR IT: HOW TO GET YOUR FIRST GOOD JOB, Martha Douglas; Chronicle Books, San Francisco, 1979. ($5.95 paper)

Written especially for young adults, but applicable generally. Includes a forecast for the economic future of almost one hundred jobs.

JOB HUNTER'S KIT, American Association of University Women, 2401 Virginia Avenue, N.W., Washington, D.C. 20037, 1979. ($10.00)

JOBKEEPING: A HIRELING's SURVIVAL MANUAL, David Noer; Chilton Book Company, Radnor, PA, 1976.

MAKING VOCATIONAL CHOICES: A THEORY OF CAREERS, John L. Holland; Prentice Hall, Englewood Cliffs, 1973. ($7.95 paper)

SHORTER HOURS, SHORTER WEEKS: SPREADING THE WORK TO REDUCE UNEMPLOYMENT, Richard S. Belous and Sar A. Levitan; The Johns Hopkins University Press, Baltimore, 1977. ($3.25 paper)

Experimental programs and information on collective bargaining.

THE OCCUPATIONAL OUTLOOK HANDBOOK*; U.S. Department of Labor, Bureau of Labor Statistics, GPO, Washington, D.C. ($8.00)

Information at the national level. Topics include duties, training, outlook and earnings.

TEA LEAVES: A NEW LOOK AT RESUMES, Richard Bolles; Ten Speed Press, Berkeley, 1976. ($0.50 + .25 postage)

THE THREE BOXES OF LIFE AND HOW TO GET OUT OF THEM, Richard Bolles; Ten Speed Press, Berkeley, 1978. ($7.95 paper)

WHAT COLOR IS YOUR PARACHUTE?*, Richard Bolles; Ten Speed Press, Berkeley, 1979. ($5.95)

WHERE DO I GO FROM HERE WITH MY LIFE?, R.N. Bolles and John C. Crystal; Ten Speed Press, Berkeley, 1978. ($7.95 paper)

WHO'S HIRING WHO?, Richard C. Lathrop; Ten Speed Press, Berkeley, 1977. ($8.95)

LABOR UNIONS

ALL FOR ONE, Rose Schneiderman; Paul Eriksson, New York, 1967.
Autobiography telling of the organizing struggles of the early part of the 20th century and the Women's Trade Union League.

AMERICAN LABOR, Henry Pelling; University of Chicago Press, Chicago, 1960. ($3.95 paper)

THE AMERICAN LABOR MOVEMENT, David Brody; Harper & Row, New York, 1971. ($7.95)

AMERICAN WOMEN AND THE LABOR MOVEMENT, 1825-1974: AN ANNOTATED BIBLIOGRAPHY, Martha Jane Soltow and Mary K. Wery; Scarecrow Press, Metuchen, NJ, 1976. ($4.95)

AMERICA'S WORKING WOMEN: A DOCUMENTARY HISTORY - 1600 TO THE PRESENT, Rosalyn Baxandall, et al.; Random House, New York, 1976.
The changing pattern of labor force participation and the sexual division of labor.

BARGAINING FOR EQUALITY; Women's Labor Project, (c/o Corinne Rafferty, 1230 Broadway #2, San Francisco, CA 94109), 1980. ($5.00)
Outlines both legal and collective bargaining solutions to problems faced by women workers.

BICENTENNIAL HISTORY OF THE AMERICAN WORKER, Richard Morris, ed.; U.S. Department of Labor, Washington, D.C. 1976. (free)

THE CAMPAIGN WORKBOOK*: National Women's Education Fund, 1410 Q Street, N.W., Washington, D.C. 20009, 1977. ($10.00)
Practical tips on how to run a campaign, raise money, ask for votes, organize your time. Valuable for those running for office and for those trying to develop a program and recruit help.

CONDUCTING YOUR UNION MEETING; Amalgamated Clothing & Textile Workers Union, 15 Union Square, New York, NY 10003. (Single copies free)

DIRECTORY OF NATIONAL UNIONS AND EMPLOYEE ASSOCIATIONS; U.S. Department of Labor, Bureau of Labor Statistics, Washington, D.C., 1977. (free)
Section on the structure of the labor movement as well as listing over 200 national labor unions and professional and state employee associations with various statistics.

EARNINGS AND OTHER CHARACTERISTICS OF ORGANIZED WORKERS, MAY 1977; U.S. Department of Labor, Bureau of Labor Statistics, Washington, D.C., 1979.

EFFECTIVE CONTRACT LANGUAGE FOR UNION WOMEN*; Coalition of Labor Union Women, 15 Union Square, New York, NY 10003, 1979. ($1.00)
Contains sample contract language on women's issues.

EXTERNAL ORGANIZING: CWA TRAINING PROGRAM; Communications Workers of America Department of Education, 1925 K Street, N.W., Washington, D.C. 20036.

GRIEVANCE GUIDE; Bureau of National Affairs, Washington, D.C., 1978. ($7.00)
Discussion of a wide variety of grievance issues.

GRIEVANCE HANDLING HANDBOOK and GRIEVANCE HANDLING POCKET GUIDE*; United Automobile Workers, 8000 East Jefferson Avenue, Detroit, MI 48214. ($1.50 and .50 respectively)

A GUIDEBOOK FOR LOCAL UNION HEALTH AND SAFETY COMMITTEES; Labor Occupational Health Project, Center for Labor Research and Education, Institute for Industrial Relations, University of California/Berkeley, 1974. ($2.50)

HANDBOOK FOR OCAW WOMEN, Katherine Stone; Oil, Chemical and Atomic Workers, P.O. Box 2812, 1636 Champa Street, Denver, CO 80201, 1973.

HOW ARBITRATION WORKS, Edna A. and Frank Elkouri; Bureau of National Affairs, Washington, D.C., 1980. ($17.50)
Information about preparing and presenting arbitration cases.

HOW TO CHAIR A MEETING, American Federation of State, County, and Municipal Employees, 1625 L Street, N.W., Washington, D.C. 20036. (free)

INTERNAL ORGANIZING AND ORGANIZING TECHNIQUES: CWA TRAINING PROGRAM, Communications Workers of America Department of Education, 1925 K Street, N.W., Washington, D.C. 20036.

LABOR LAW FOR THE RANK AND FILER, Staughton Lynd; Singlejack Books, P.O. Box 1906A, San Pedro, CA 90733, 1978. ($6.95)
Describes six major federal labor laws and answers questions about legal rights of individual workers.

LEARNING PARLIAMENTARY PROCEDURE, A.F. Sturgis; McGraw-Hill, New York, 1953. ($11.95)
Presents the basic mechanics and also the fundamental principles for those who want a rationale.

LOCAL UNION GUIDE FOR ESTABLISHING CHILD CARE CENTERS, Carol Haddad; Labor Program Service, School of Labor and Industrial Relations, Michigan State University, East Lansing, MI, 1979.

MANUAL FOR SHOP STEWARDS AND TEACHING GUIDE; American Federation of Labor-Congress of Industrial Organizations, 815 16th Street, N.W., Washington D.C. 20006. (free)

MOTHER JONES: THE MOST DANGEROUS WOMAN IN AMERICA, Linda Atkinson; Crown, New York, 1978.

THE NATIONAL LABOR RELATIONS BOARD: WHAT IT IS, WHAT IT DOES; National Labor Relations Board, Washington, D.C. (free)

ORGANIZING AND THE FEDERAL LAW -- GUIDEBOOK FOR UNION ORGANIZERS; International Union Of Electrical Workers, 1126 16th Street, N.W., Washington, D.C. 20036

ORGANIZING AND THE LAW, Stephen Schlossberg and Frederick Sherman; Bureau of National Affairs, Washington, D.C., 1971. ($5.50)
A comprehensive guide to the laws affecting union organizing.

PARLIAMENTARY PROCEDURE AT A GLANCE*, O. Garfield Jones; Hawthorn Books, Inc., New York, 1971. ($3.50)
Well-designed guide to parliamentary procedure which has been used in classes on the subject.

PAY EQUITY: A UNION ISSUE FOR THE 1980'S; American Federation of State, County, & Municipal Employees, Washington, D.C., 1980. (free)
Good summary of the equal pay for work of comparable value issue.

PRIMER OF LABOR RELATIONS; Bureau of National Affairs, Washington, D.C., 1975. ($7.50)
Discussion of all basic labor laws.

THE REBEL GIRL: AUTOBIOGRAPHY, Elizabeth Gurley Flynn; International Publishing Company, New York, 1973. ($4.50)

THE RIGHTS OF UNION MEMBERS; American Civil Liberties Union, New York, 1980. ($2.25)
Describes the rights of union members to nominate candidates, vote, attend meetings, and participate in union decisions, and the responsibility of the union to insure equal representation and treatment for its members.

RISE GONNA RISE, Mimi Conway; Anchor Press/Doubleday, Garden City, 1979. ($5.95)
Story of southern textile workers, including the unionists at Roanoke Rapids and other J.P. Stevens plants.

SETTLE OR STRIKE; U.S. Department of Labor, Division of Public Employee Labor Relations, Washington, D.C. (free)
A collective bargaining simulation -- "labor" and "management" teams conduct negotiations as strike deadline approaches.

TAKE PART IN LOCAL MEETINGS; American Federation of State, County and Municipal Employees, 1625 L Street, N.W., Washington, D.C. 20036

TOIL AND TROUBLE, 2nd ed., Thomas Brooks; Dell Publishing, New York, 1972. ($4.95 paper)
Labor history including the role of women.

TRADE UNION WOMEN: A STUDY OF THEIR PARTICIPATION IN NEW YORK CITY LOCALS, Ann Nelson and Barbara Wertheimer; Praeger, New York, 1975. ($17.95)

WHY UNIONS?; American Federation of Labor - Congress of Industrial Organizations, 815 16th Street, N.W., Washington, D.C. 20006, 1980. (free)

WORKERS AND ALLIES: FEMALE PARTICIPATION IN THE AMERICAN TRADE UNION MOVEMENT, 1824-1976, Judith O'Sullivan and Rosemary Galdick; Smithsonian Institution, Washington, D.C., 1975. ($4.50)
Background of unions, with chronology and biographies of women prominent in unions.

LEGAL RIGHTS

COMBATING HAZARDS ON THE JOB: A WORKER'S GUIDE*, AFL-CIO Food and Beverages Department, 815 16th Street, N.W., Washington, D.C. 20006, 1980. (free)
An easy-to-follow book outlining various job health hazards. A practical guide on how to make OSHA work for you.

THE EQUAL CREDIT OPPORTUNITY ACT AND WOMEN; Federal Reserve System, Board of Governors, Washington, D.C. 1977.

THE EQUAL RIGHTS HANDBOOK, Riane Tenenhaus Eisler; Avon Books, New York, 1978. ($4.95)
Facts on the legal, economic, social, and personal ramifications of the ERA and grassroots strategies necessary to win ratification.

THE FORGOTTEN FIVE MILLION: WOMEN IN PUBLIC EMPLOYMENT; Women's Action Alliance, 370 Lexington Avenue, Room 601, New York, NY 10017.
A guide to eliminating sex discrimination.

GETTING UNCLE SAM TO ENFORCE YOUR CIVIL RIGHTS; U.S. Commission on Civil Rights, Washington, D.C., 1979. (free)

A GUIDE TO WORKER EDUCATION MATERIALS IN OCCUPATIONAL SAFETY AND HEALTH, U.S. Department of Labor, Occupational Safety and Health Administration, Washington, D.C., 1979. (free)
A bibliography of materials, books, films, and other audio-visual materials to instruct workers about workplace safety and health.

HOW TO FIND AND SELECT AN EEO ATTORNEY; Federally Employed Women, Legal and Education Fund, Washington, D.C., 1979.
Complaint processing, what to do if EEO actions are contemplated, and when, where, and how to obtain legal advice.

A LAYMAN'S GUIDE TO THE NATIONAL LABOR RELATIONS ACT*; American Federation of Labor-Congress of Industrial Organizations, 815 16th Street, N.W., Washington, D.C. 20006. (free)

THE NYCLU GUIDE TO WOMEN'S RIGHTS, Eve Cary; Pantheon, New York, 1978.
How to make the law work for women to achieve their rights in a wide variety of areas, from education and employment to marriage and taxes.

RIGHTS AND WRONGS: WOMEN'S STRUGGLE FOR LEGAL EQUALITY, Susan Cary Nicholas, et al.; The Feminist Press, New York, 1979. ($4.25)
Clearly presents the basic ways in which law affects women's lives.

SEX DISCRIMINATION AND THE LAW*, Barbara Allen Babcock, et al.; Little, Brown and Company, Boston, 1975. ($22.50)
Over 1,000 pages with descriptive material, analyses, and case examples covering all aspects of the field.

THE UNEMPLOYMENT HANDBOOK: A PRACTICAL COMPREHENSIVE GUIDE TO YOUR LEGAL RIGHTS, Peter Jan Honigsberg; Ballantine Books, New York, 1977. ($1.00)

WOMEN'S RIGHTS AND THE LAW: THE IMPACT OF THE ERA ON STATE LAWS, Barbara Brown, et al.; Praeger, New York, 1977. ($8.95)
Explains the ways in which state laws would be modified if the ERA were passed, and what laws discriminating between men and women exist in the various states. Suggests alternative ways of changing them.

WOMEN'S WORK, WOMEN'S HEALTH: MYTHS AND REALITIES*, Jeanne Stellman; Pantheon Books, New York, 1978. ($12.95/3.95 paper)
Specifically based on health and safety issues that affect women.

WORK IS DANGEROUS TO YOUR HEALTH: A HANDBOOK OF HEALTH HAZARDS IN THE WORKPLACE AND WHAT YOU CAN DO ABOUT THEM, Susan Daum and Jeanne Stellman; Pantheon Books, New York, 1973. ($2.95 paper)
An early classic on workplace safety and health.

WORKING FOR YOUR LIFE: A WOMEN'S GUIDE TO JOB HEALTH HAZARDS, Andrea Hricko with Melanie Brunt; Labor Occupational Health Program and Public Citizen's Health Research Group, University of California, 2521 Channing Way, Berkeley,CA, 94720, 1976. ($5.00)

A WORKING WOMAN'S GUIDE TO HER JOB RIGHTS*; U.S. Department of Labor, Women's Bureau, Washington, D.C. (free)

YOUR LEGAL GUIDE TO UNEMPLOYMENT INSURANCE, Peter Jan Honigsberg; Golden Rain Press, Berkeley, 1975. ($3.35)

PERIODICALS

AFL-CIO NEWS; 815 16th Street, N.W., Washington, D.C. 20006. Weekly ($2.00 per year)

CLEARINGHOUSE ON WOMEN'S ISSUES, P.O. Box 6189, Silver Spring, MD, 20906.
Twice-monthly summary of news and of Congressional bills and hearings. Each issue has a special report on some current topic.

EQUAL PAY: QUARTERLY NEWSLETTER; Women's Action Alliance, 370 Lexington Avenue, New York, NY, 10017. ($5.00 per year)

ESSENCE: THE MAGAZINE FOR TODAY'S BLACK WOMAN; P.O. Box 2989, Boulder, CO, 80302. Monthly ($15.00 per year)

MS; 370 Lexington Avenue, New York, NY 10013. Monthly ($10.00 per year)
Dedicated to feminist issues. Sometimes too much theory, but a good source for new legal challenges and victories.

NATIONAL CENTER FOR EDUCATIONAL BROKERING BULLETIN; NCEB, 405 Oak Street, Syracuse, NY 13203. 10 times per year ($12.00)

OCCUPATIONS IN DEMAND AT JOB SERVICE OFFICES; U.S. Department of Labor, U.S. Employment Service, Employment and Training Administration, Washington, D.C. (free)

SAVVY: THE MAGAZINE FOR EXECUTIVE WOMEN, P.O. Box 2495, Boulder, CO 80322. Monthly ($18.00 per year)

SELF; 350 Madison Avenue, New York, NY 10017. ($10.00 per year)
A magazine about women's health and well-being.

THE SPOKESWOMAN; P.O. Box 2457, Falls Church, VA 22042. Monthly ($16.00 per year)

UNION LABOR REPORT; Bureau of National Affairs, 1231 25th Street, N.W., Washington, D.C. 20037. Weekly ($56.00 per year)
Newsletter on union organization, collective bargaining, strikes, court and arbitrator's decisions.

WEAL WASHINGTON REPORT; Women's Equity Action League, 805 15th Street, N.W., Suite 822, Washington, D.C. 20005. Bi-monthly ($20.00)
Reports on legislative matters affecting women.

WOMEN TODAY; Today Publications, National Press Building, Washington, D.C. 20045. Bi-weekly ($36.00 per year)
Legislation, issues, conferences, publications, and trends affecting women.

WOMEN'S WORK; Women's Work, Inc., 1302 18th Street, N.W., Suite 203, Washington, D.C. 20036. Bi-monthly ($9.00 individual/$18.00 institutional)

THE WORK-EDUCATION EXCHANGE; Center for Education and Work, NIWL, 1211 Connecticut Avenue, N.W., Suite 301, Washington, D.C. 20036. Quarterly (free)

WORKING WOMAN; 600 Madison Avenue, New York, NY 10023. monthly ($12.00 per year)
A good mix of practical articles for women starting to reach beyong their traditional barriers and for women who are in the think of it.

SELF-EMPOWERMENT

THE ASSERTIVE WOMEN, Nancy Austin and Stanlee Phelps; Impact, Los Angeles, 1975. ($3.95)
Includes checklists, charts, and exercises.

EMPOWERMENT OF UNION WOMEN, CLUW Center, 15 Union Square, New York, NY 10003. ($5.00 + postage)

FINDING FACTS FAST: HOW TO FIND OUT WHAT YOU WANT TO KNOW IMMEDIATELY, Alden Todd; William Morrow & Co., New York, 1972. ($2.45)

GETTING ORGANIZED, Stephanie Winston; Warner Books, New York, 1979.
A reference book to solve any particular problem of disorganization.

GETTING YOURS: HOW TO MAKE THE SYSTEM WORK FOR THE WORKING WOMAN, Letty Cottin Pogrebin; McKay, New York, 1975. ($8.95)
A practical guidebook for working women on how to manage family and job, deal with problems on the job, and know what your legal rights are.

HOW TO BECOME AN ASSERTIVE WOMAN, Bryna Taubman; Pocket Books, New York, 1976. ($1.95)

HOW TO MAKE A HABIT OF SUCCESS, Bernard Haldane; Warren Books, New York, 1977. ($1.95)

THE NEW ASSERTIVE WOMAN*, L. Bloom, et al.; Delacorte, New York, 1975. ($7.95)
Appropriate for use by counselors and by those who want to become assertive.

SELF-ASSERTION FOR WOMEN*, Pamela Butler; Harper & Row, New York, 1977. ($5.95)
Guide for understanding how to develop assertive behavior at work and in personal life. Useful in planning course on assertiveness.

SPEAKING UP, Janet Stone and Jane Bachner; McGraw-Hill, New York, 1978. ($3.95)
Good book on how to prepare and present a speech with special tips for women.

SWEATY PALMS, THE NEGLECTED ART OF BEING INTERVIEWED, H. Anthony Medley; Lifetime Learning Publications, Belmont, CA, 1978, 191 pp.

TAKE CHARGE OF YOUR OWN CAREER, Donna J. Moore; Ten Speed Press, Berkeley, CA, 1979, 189 pp.

TECHNIQUES FOR ORGANIZATIONAL EFFECTIVENESS; American Association of University Women, 2401 Virginia Avenue, N.W., Washington, D.C. 20037.

THE WOMAN ACTIVIST GUIDE TO PRECINCT POLITICS, Flora Crater; The Woman Activist, 2310 Barbour Road, Falls Church, VA 22043, 1979. ($2.00)

WOMANPOWER: A MANUAL FOR WORKSHOPS IN PERSONAL EFFECTIVENESS*, L. Manis; Carroll Press, Cranston, RI, 1977.
Developed out of workshops held with women. Sections focus on assertiveness, improving communications, and leadership training.

WOMEN'S NETWORKS, Carol Kleiman; Lippincott, Philadelphia, 1980. ($9.95/ $5.95 paper)

SUPPORTIVE SERVICES

COMMUNITY SERVICES: BEYOND THE BARGAINING TABLE, Communications Workers of America, Washington, D.C., 1980, 32 pp.

A practical guide for union members wishing to establish local union community service committees. Useful for those who do not understand the principles or practice of trade union participation in community activities.

COMMUNITY SOLUTIONS FOR CHILD CARE: REPORT OF A CONFERENCE*, National Manpower Institute (now the National Institute for Work and Learning); U.S. Department of Labor, Women's Bureau, Washington, D.C., 1979.

HIDDEN ALCOHOLICS: WOMEN AND ALCOHOL ABUSE IN AMERICA, Marian Sandmaier; McGraw-Hill, New York, 1980. ($8.95)

LOCAL UNION GUIDE FOR ESTABLISHING CHILD CARE CENTERS, Carol Haddad; Labor Program Service, School of Labor and Industrial Relations, Michigan State University, East Lansing, MI, 1979.

A PARENT'S GUIDE TO DAY CARE; U.S. Department of Health and Human Services, Washington, D.C., 1980.

Includes local contacts on the issue and a checklist for parents to use in selecting a center.

PEOPLE POWER: WHAT COMMUNITIES ARE DOING TO COUNTER INFLATION; U.S. Office of Consumer Affairs, Washington, D.C., 1980. (free)

Suggests workable organizing tactics to help groups deal with increasing costs of food, housing, energy, and health care. Many valuable resources.

WOMEN AND MONEY SOURCEBOOK; International Orders, Los Angeles, 1978. ($10.95)

Covers insurance, credit, banking, government benefits, wills. Special section on personal financial management.

WOMEN IN THE WORKFORCE

AMERICAN WOMEN WORKERS IN A FULL EMPLOYMENT ECONOMY; U.S. Government Printing Office, Washington, D.C., 1977.

Papers submitted to the Subcommittee on Economic Growth of the Joint Economic Committee of Congress. Excellent testimony by economists and other academics on a range of women's employment problems, and why full employment is essential if women are to move ahead in jobs and earnings.

EVERYTHING A WOMAN NEEDS TO KNOW TO GET PAID WHAT SHE'S WORTH, Caroline Bird; David McKay, New York, 1973. ($9.95)

BORN FEMALE: THE HIGH COST OF KEEPING WOMEN DOWN, Caroline Bird, Longman, New York, 1978. ($12.50/$4.95 paper)

A discussion of the difficulties and discrimination women encounter in the work world, especially in the professions.

THE COMING DECADE: AMERICAN WOMEN AND HUMAN RESOURCES POLICIES AND PROGRAMS; U.S. Senate Committee on Labor and Human Resources, Washington, D.C., 1979.

HAVING IT ALL: A PRACTICAL GUIDE TO OVERCOMING THE CAREER WOMAN'S BLUES, Bettye Baldwin and Joyce Gabrielle; M. Evans, New York, 1980. ($8.95)

HOW TO STOP SEXUAL HARASSMENT, Cara Peters and Erin Van Bronkhorst; Facts for Women, P.O. Box 15113-N, Seattle, WA 98115, 1980, 24 pp. ($3.50)

Offers practical strategies for dealing with sexual harassment. Provides steps for attempting to resolve the problem informally, then follows with procedures for filing complaints and lawsuits.

HOW WOMEN FIND JOBS: A GUIDE FOR WORKSHOP LEADERS, New Mexico Commission on the Status of Women; WEEA Publishing Center/Education Development Center, Newton, MA, 1979. ($8.25)

Suggestions for surveying the job market, conducting group discussions, and leading activities. Participants learn what their job skills are, how to write a resume, apply for a job, and how to interview.

MANUAL ON PAY EQUITY: RAISING WAGES FOR WOMEN'S WORK*, ed. Joy Ann Grune; Conference on Alternative State and Local Policies, 2000 Florida Avenue, N.W., Washington, D.C. 20009, 1980. ($9.95)

Compilation of research and practical ideas for implementation of the concept of equal pay for work of comparable value. Product of the National Conference on Pay Equity held in October 1979 by a coalition of labor, women's public interest, legal, government, and educational organizations.

MINORITIES, GENDER, AND WORK, Elizabeth McTaggart Almquist; D.C. Heath, Lexington, 1979.

Experiences of eight minority groups in the labor market.

NEW CAREER OPTIONS FOR WOMEN, A COUNSELOR'S SOURCEBOOK, Helen S. Farner and Thomas E. Backer; Human Sciences Press, New York, 1977.

THE NEW ENTREPRENEURS: WOMEN WORKING FROM HOME, Terri and Nona Tepper; Universe Books, New York, 1980. ($10.95)

Profiles 40 women who are making money by operating businesses from home.

1980 HANDBOOK ON WOMEN WORKERS*; U.S. Department of Labor, Women's Bureau, Washington, D.C., 1980. (Single copy free)

A one-book encyclopedia on working women. Updated every five years; includes the most current information on laws affecting women's employment and status, reviews of women's progress, and many valuable statistics.

PENSION FACTS #1: MYTHS AND FACTS AND PENSION FACTS #2: WOMEN AND THE FACTS; Pension Rights Center, Room 1019, 1346 Connecticut Avenue, N.W., Washington, D.C. 20036, 1978. ($.25 each)

PINK COLLAR WORKERS, Louise Kapp Howe; Avon, New York, 1978. ($2.25)
Women who work as beauticians, salesworkers, waitresses, office workers, homemakers.

SEX, AGE AND WORK: THE CHANGING COMPOSITION OF THE LABOR FORCE, Robert Clark, and Juanita Kreps; The Johns Hopkins Press, Baltimore, 1976.
A discussion of the major shifts in the distribution of work between men and women, their impact on life-styles, and implications for public policy.

SEXUAL HARASSMENT: HOW TO RECOGNIZE AND DEAL WITH IT, Mary M. Fuller; Eastport Litho, 1993 Moreland Parkway, Annapolis, MD 21401, 1979. ($3.50)

SEXUAL HARASSMENT: ON THE JOB SEXUAL HARASSMENT* -- WHAT THE UNION CAN DO; American Federation of State, County, and Municipal Employees, 1625 L Street, N.W., Washington, D.C. 20036, 1980. ($0.75)
Concrete examples of how to cope with and stop sexual harassment on the job.

STOPPING SEXUAL HARASSMENT: A HANDBOOK, Elissa Clarke; Labor Education and Research Project, P.O. Box 20001, Detroit, MI, 48220, 1980. ($2.50)

THE TWO-PAYCHECK MARRIAGE: HOW WOMEN AT WORK ARE CHANGING LIFE IN AMERICA, Caroline Bird; Rawson, Wade Publishers, New York, 1979.

WOMEN AT WORK, Henry Myers, ed.; Dow Jones Books, Princeton, 1979. ($4.95 paper)
Tells of the variety of jobs women are doing, of the gains made by women both in professions and in blue collar jobs. Includes the vast variety of problems -- both old and new -- that these women are facing; how they are handling these problems and fighting back.

WOMEN'S CHANGING ROLES AT HOME AND ON THE JOB, Report 26; National Commission for Manpower Policy, U.S. Government Printing Office, Washington, D.C., 1978.

WOMEN IN THE U.S. LABOR FORCE, Ann F. Cahn, ed.; Holt, Rinehart & Winston, New York, 1979.
Concentrates on a broad-gauged analysis of the origins, implications, and remedies for women's underemployment and joblessness.

WOMEN'S WORK IS..., Bobbi Wells Hargleroad, et.; Institute on the Church in Urban-Industrial Society, 5700 South Woodlawn Avenue, Chicago, IL 60637, 1978. ($4.00)
An unusually complete bibliography of resources on working women, containing good descriptions of pamphlets, articles, and books, plus a few films.

WORK FORCE ENTRY BY MATURE WOMEN: A REVIEW AND BIBLIOGRAPHY, Saroj Ghoting; Business and Professional Women's Foundation, 2012 Massachusetts Avenue, N.W., Washington, D.C. 20036, 1977. 21 pp. ($1.25)

THE WORKING WOMAN: A HANDBOOK, Niki Scott; Sheed, Andrews and McMeel, Inc., Kansas City, 1977. ($8.95)
Specific stories of working women.

HOW TO'S

THE CAMPAIGN WORKBOOK; National Women's Education Fund, 1410 Q Street, N.W., Washington, D.C. 20009, 1977 ($10.00)

THE COMPLETE CONSUMER BOOK: HOW TO BUY EVERYTHING WISELY AND WELL, Bess Myerson; Simon & Schuster, New York, 1980. ($9.95)
Emphasis on being your own consumer advocate, including practical suggestions on when and where to complain.

EVERYONE'S MONEY BOOK, Jane Bryant Quinn; Delacorte Press, New York, 1980. ($8.95)

THE GRASS ROOTS FUNDRAISING BOOK: HOW TO RAISE MONEY IN YOUR COMMUNITY, Joan Flanagan; The Youth Project, Washington, D.C., 1977. ($5.95)
Practical advice about the nuts and bolts of organizing special fund-raising events — how to make the most money in the least time.

GETTING WHAT YOU DESERVE: A HANDBOOK FOR THE ASSERTIVE CONSUMER, Nancy Kramer and Stephen A. Newman; Doubleday, New York, 1980. ($8.95)
Fun to read. A guide on how to guard against common frauds, pitfalls, and ripoffs. Filled with practical tips.

GROWING UP FREE, Letty Cottin Pogrebin; McGraw-Hill, New York, 1980. ($14.95)
Guide for parents trying to raise children free from sex stereotyping.

THE HANDBOOK OF NONSEXIST WRITING, Casey Miller and Kate Swift; Lippincott and Crowell, New York, 1980. ($8.95)
This practical guide for writers, editors, and speakers answers questions of usage and provides the theoretical background for language changes.

HELPING SKILLS: A BASIC TRAINING PROGRAM, Stevan J. Danish and Allan Hauer; Behavioral Publishers, New York, 1973. ($1.95 leaders manual/$6.95 workbook/$7.95 set)
A series of six modules, each focusing on one aspect of the helping process.

HOW TO DO LEAFLETS, NEWSLETTERS AND NEWSPAPERS, Nancy Brigham; New England Free Press, Somerville, MA, 1976.
A detailed and sophisticated guide to putting out a newsletter.

NETWORKING: THE GREAT NEW WAY FOR WOMEN TO GET AHEAD, Mary Scott Welch; Harcourt, Brace Jovanovich, New York, 1980. ($9.95)

NEW MONEY BOOK FOR THE '80'S, Sylvia Porter; Avon, New York, 1980. ($9.95 paperback)
Information on budgeting, fighting inflation, wise investing, comparative credit shopping, legal rights and current economic data on why it is wise to organize.

ON BECOMING A COUNSELOR: A BASIC GUIDE FOR NON-PROFESSIONAL COUNSELORS, Eugene Kennedy; The National Center for Citizen Involvement, Boulder, CO, 1977. ($12.95)
Designed to help helpers by providing insights and practical application of basic psychological knowledge.

THE RICH GET RICHER AND THE POOR WRITE PROPOSALS, Duane Dale and Nancy Mitiguy; Citizen Involvement Training Project, Boulder, CO, 1978. ($6.50)
Demystifies the fundraising process. Includes exercises on developing community support, asking for money, interviews with funding sources.

TOOL CATALOG: TECHNIQUES AND STRATEGIES FOR SUCCESSFUL ACTION PROGRAMS; American Association of University Women, 2401 Virginia Avenue, N.W., Washington, D.C. 20037.

WRITING WORDS THAT WORK; U.S. Department of Agriculture Extension Service; Government Printing Office, Washington, D.C., 1976. ($0.90)
Guide to writing simple, lively leaflets, articles, reports.

OTHER

CENTURY OF STRUGGLE: THE WOMEN'S RIGHTS MOVEMENT IN THE UNITED STATES, Eleanor Flexner; Harvard University Press, Cambridge, rev. ed., 1975. ($3.95 paper)
History of the women's rights movement from its beginnings through 1920.

CHARLOTTE PERKINS GILMAN: THE MAKING OF A RADICAL FEMINIST, 1860 to 1896, Mary A. Hill; Temple University Press, Philadelphia, 1980. ($14.95)
First of a projected 2-volume biography of the feminist theorist often considered to be the most brilliant intellectual of the 19th Century feminist movement.

THE COMING OF AGE, Simone de Beauvoir; Warner Books, NY, 1973. ($2.95 paper)

DAUGHTERS OF THE PROMISED LAND: WOMEN IN AMERICAN HISTORY, Page Smith; Little Brown and Company, Boston, 1970. ($10.95)

THE DECADE OF WOMEN: A MS. HISTORY OF THE SEVENTIES IN WORDS AND PICTURES, Suzanne Levine and Marriet Lyons, eds.,; Paragon Books, NY, 1980.
Valuable resource; includes some CLUW history.

THE FEMALE EXPERIENCE: AN AMERICAN DOCUMENTARY, Gerda Lerner; Bobbs-Merrill, Indianapolis, 1977. ($9.20 paper)
Women tell what it is to be a woman in America; excerpts from historical documents beginning in the 17th century.

FEMINIST QUOTATIONS: VOICES OF REBELS, REFORMERS, AND VISIONARIES, Carol McPhee and Ann FitzGerald; Thomas Crowell, NY, 1979. ($12.95)

An extremely useful reference tool for use in preparation of speeches and writing.

THE MAJORITY FINDS ITS PAST: PLACING WOMEN IN HISTORY, Gerda Lerner; Oxford University Press, NY, 1979. ($12.95)

Twelve essays basic to an understanding of women in history.

MAN'S WORLD, WOMAN'S PLACE: A STUDY IN SOCIAL MYTHOLOGY, Elizabeth Janeway; William Morrow, NY, 1972. ($3.95)

An exploration of the relationships between the sexes which probes the meaning of the myths about women.

MIDNIGHT BIRDS: STORIES OF CONTEMPORARY BLACK WOMEN, Mary Helen Washington, ed.; Anchor Press, NY, 1980. ($3.50)

Fifteen short stories reflecting a new authoritativeness that has emerged in the 1970's among Black women writers who have invented their own vision to reclaim and rename the Black female experience.

MOVING THE MOUNTAIN: WOMEN WORKING FOR SOCIAL CHANGE, Ellen Cantarow, Susan Gushee O'Malley and Sharon Hartman Strom; The Feminist Press, Old Westbury, NY, 1980, 166 pp. ($4.75)

Profiles the careers of three remarkable but little known American activists: Florence Luscomb -- suffragette and labor leader; Ella Baker -- civil rights activist; and Jessie Lopez de la Cruz -- United Farm Workers organizer.

NOBODY SPEAKS FOR ME: SELF PORTRAITS OF AMERICAN WORKING CLASS WOMEN, Nancy Seifer; Simon and Schuster, NY, 1976. ($9.95)

Ten working class women talk about their lives.

PASSAGES: PREDICTABLE CRISES OF ADULT LIFE, Gail Sheehy; Bantam Books, Des Plaines, 1977. (2.95 paper)

POLITICAL WOMAN, Jeane J. Kirkpatrick; Basic Books, NY, 1974. ($11.50)

Explores the problems of women in politics and how they cope.

REAL WOMEN, REAL LIVES, Wisconsin Governor's Commission on the Status of Women, Madison, 1978. (single copy free)

Deals with marriage and family, divorce, widowhood, poverty, retirement.

REBIRTH OF FEMINISM, Judith Hole and Ellen Levine; Time Books, 1973. ($10.00)

Excellent discussion of the origin and development of the woman's movement, analysis of feminist issues through 1971. Useful bibliography.

STOPPING WIFE ABUSE: A GUIDE TO THE EMOTIONAL, PSYCHOLOGICAL AND LEGAL IMPLICATIONS FOR THE ABUSED WOMAN AND THOSE HELPING HER, Jennifer Baker Fleming; Anchor, NY, 1979. ($8.95)

TOMORROW'S TOMORROW: THE BLACK WOMAN, Joyce Ladner; Doubleday Anchor Books, Garden City, 1972. ($2.95)

A sociological study of the Black woman in America.

VIOLENCE AGAINST WOMEN: CAUSES AND PREVENTION -- A LITERATURE SEARCH AND ANNOTATED BIBLIOGRAPHY, Carolyn F. Wilson; Women's Education Resources, University of Wisconsin-Extension, 428 Lowell Hall, Madison, WI, 53706, 1979, 36 pp.

WE WERE THERE: THE STORY OF WORKING WOMEN IN AMERICA, Barbara Wertheimer, Pantheon, NY, 1977. ($15.95)

Covers Period to World War I.

WOMEN OF A CERTAIN AGE: THE MID-LIFE SEARCH FOR SELF, Lillian B. Rubin; Harper & Row, NY, 1979. ($10.95)

Explores the infinite variety of risks, frustrations, and opportunities that lie ahead through author's insights and the words of women she interviewed.

WOMEN OF COURAGE, Margaret Truman; William Morrow, NY, 1976. ($7.95)

Stories of twelve women including Mother Jones, Susan B. Anthony, and Marian Anderson.

WOMEN WHO CHANGED AMERICA, Judi Miller; Manor Books, Inc., NY, 1977 ($1.50 paper)

Lives of nine women including: Sacajawea, who helped Lewis and Clark; Dorothea Dix, who worked for mental health reform; Bessie Abramowitz Hillman, who helped found the Amalgamated Clothing Workers of America; Rosa Parks, who refused to move to the back of the bus and thus launched the Civil Rights movement of the 1960's.

THE WOMEN'S MOVEMENT: POLITICAL, SOCIOECONOMIC, AND PSYCHOLOGICAL ISSUES, B. Deckard; Harper & Row, NY, 1979. ($9.95 paper)